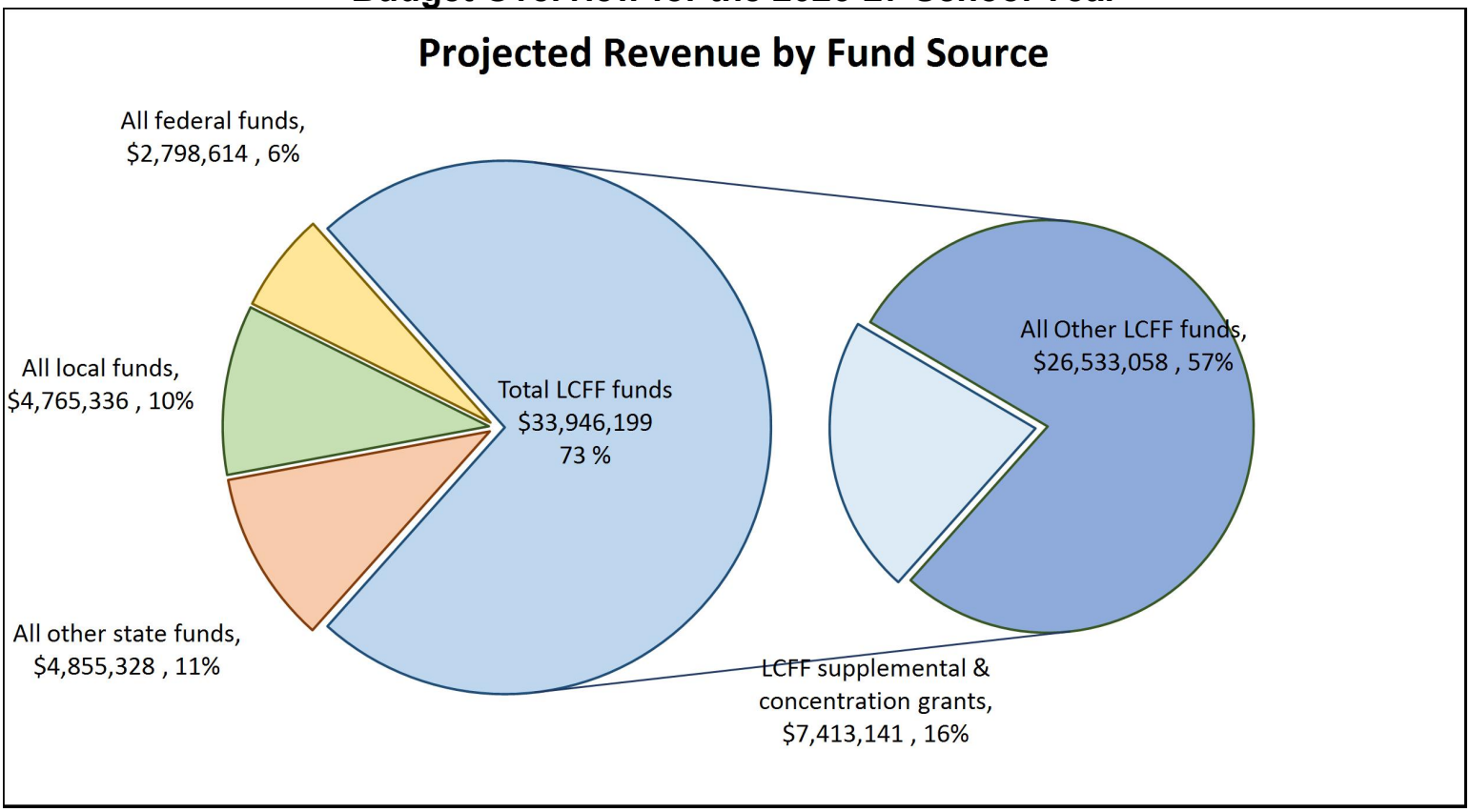
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville Union High School District
CDS Code: 04-61515-0000000
School Year: 2026-27
LEA contact information:
Douglas J. Willams
Superintendent
cwillenb@ouhsd.net
(530)-538-2300, ext. 1107

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oroville Union High School District is $46,365,477, of which $33946199 is Local Control Funding Formula (LCFF), $4855328 is other state funds, $4765336 is local funds, and $2798614 is federal funds. Of the $33946199 in LCFF Funds, $7413141 is

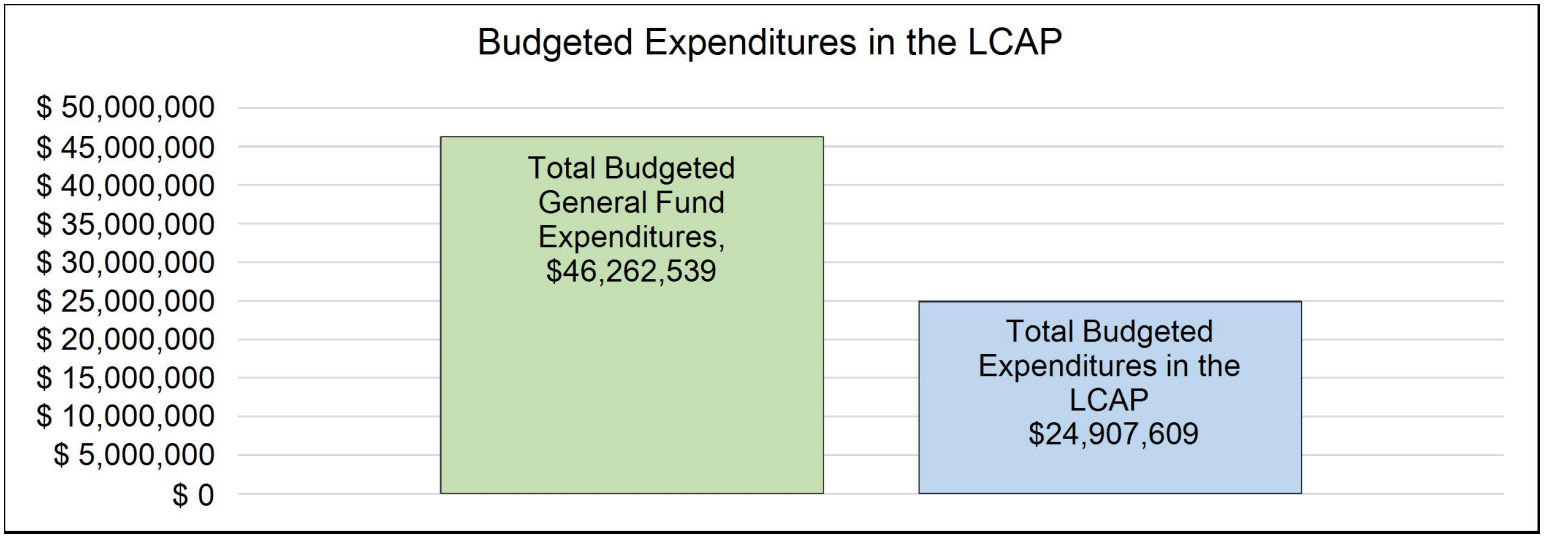
generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oroville Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oroville Union High School District plans to spend $46262539 for the 2026-27 school year. Of that amount, $24907609 is tied to actions/services in the LCAP and $21,354,930 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

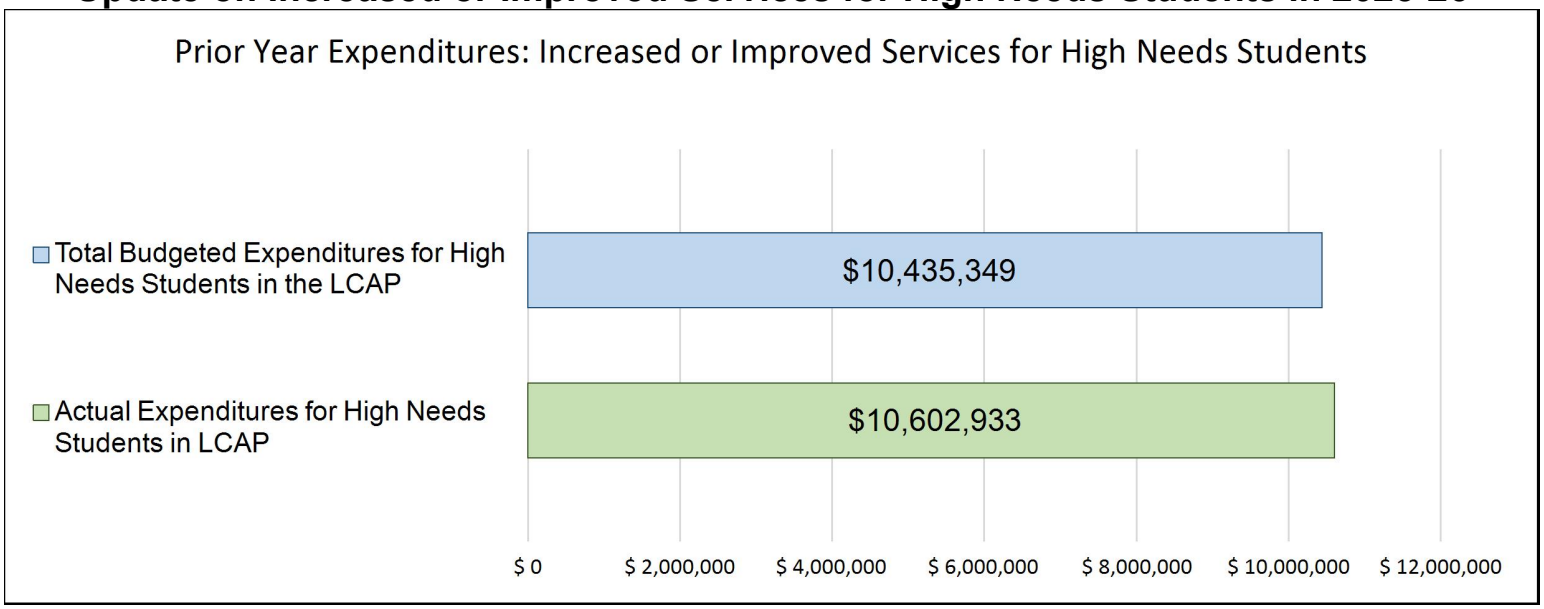
The LCAP does not reflect the entire General Fund budget. The District has defined those programs and services required to provide a basic educational program as its core program. The core program expenditures that do not address the LCAP goas are not included in this document. Examples of core program expenditures include teacher salaries, benefits and instructional materials for classes required for graduation, instructional and transportation costs for students with disabilities, instructional costs for students attending the required minimum day for the continuation school, district and school administration costs, health benefits for retirees, utilities, insurance and debt service payments.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oroville Union High School District is projecting it will receive $7413141 based on the enrollment of foster youth, English learner, and low-income students. Oroville Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oroville Union High School District plans to spend $10524300 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Oroville Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oroville Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Oroville Union High School District's LCAP budgeted $10435349 for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent $10602933 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $167,584 had the following impact on Oroville Union High School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oroville Union High School District	Douglas J. Willams Superintendent	dwilliams@ouhsd.net (530)-538-2300, ext. 1107

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Oroville Union High School District (OUHSD), established in 1892, is located in Oroville, California, approximately seventy miles north of Sacramento in Butte County. The district serves a unique community shaped by strong local connections, rural character, and access to natural resources and recreational opportunities. These community attributes contribute to a district environment where students, staff, and families are known, valued, and supported. At the same time, the community has experienced significant challenges, including the impacts of wildfires, economic hardship, and other adverse experiences that continue to influence student needs and access to resources.

OUHSD serves approximately 2,230 students across five schools, including two comprehensive high schools, one continuation high school, one community day school, and one adult education program. Oroville High School serves approximately 800 students, while Las Plumas High School serves approximately 1,250 students. Prospect High School, the district's continuation high school, serves approximately 85 students, and the Oroville Community Day School serves approximately 9 students. In addition, the Oroville Adult Education Career and Technical Center serves approximately 1,500 youth and adult learners through academic and vocational programs.

The district currently employs approximately 146 certificated staff and 147 classified staff.

OUHSD provides rigorous and relevant academic programs supported by Career and Technical Education (CTE) pathways, including Agriculture, Automotive, Culinary Arts, Engineering, Graphic Design, and Manufacturing. Students also have access to programs in the visual and performing arts, as well as supports designed to promote college and career readiness. The district continues to prioritize instructional

improvement through professional development in English Language Arts, Mathematics, Science, and Special Education, as well as the implementation of Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS).

The student population reflects the diversity of the Oroville community. Student demographics include:

- African American: 3.6%
- American Indian/Alaska Native: 5.2%
- Asian: 12.8%
- Filipino: 0.6%
- Hispanic: 22.3%
- Native Hawaiian/Pacific Islander: 0.7%
- Two or more: 5.8%
- White: 48.8%

Student subgroup data indicate:

- Socioeconomically Disadvantaged: 79.6%
- English Learners: 5.2%
- Students with Disabilities: 16.5%
- Homeless: 4.1%
- Foster Youth: 0.6%

The district serves a high percentage of students from historically underserved populations and remains committed to providing equitable access to resources, supports, and opportunities to ensure student success.

Prospect High School is currently designated as an Equity Multiplier school within OUHSD. Equity Multiplier funding is used to provide targeted, evidence-based supports focused on improving student outcomes, including increased graduation rates, improved attendance, and expanded college and career readiness opportunities for students with the greatest needs.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2024-2025 REFLECTIONS

Oroville Union High School District (OUHSD) is no longer eligible for Differentiated Assistance and is not currently receiving technical assistance. The district continues to monitor student performance data and implement targeted supports based on identified needs.

OUHSD has experienced both areas of growth and areas requiring continued focus based on the most recent Dashboard and local data.

In English Language Arts (ELA), the district is currently 44.8 points below standard. While this reflects a slight decline from the prior year,

overall performance remains improved from baseline levels. Subgroup data indicate continued disparities among student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students, highlighting the need for sustained instructional focus and targeted intervention.

In Mathematics, the district is currently 138.4 points below standard. While this reflects modest improvement from the prior year, mathematics remains an area of significant need across multiple student groups. Performance data indicate persistent gaps, particularly among students with disabilities, socioeconomically disadvantaged students, and Hispanic students.

The English Learner Progress Indicator shows that 40.2% of English Learners are making progress toward English language proficiency. This reflects improvement from the prior year; however, the rate of progress remains below desired levels. Continued focus is needed on designated and integrated English Language Development (ELD), as well as access to grade-level content and language supports.

Chronic absenteeism is currently 30.7%, representing a slight increase from the previous year and remaining a significant area of concern. Attendance challenges continue to disproportionately impact student groups including socioeconomically disadvantaged students and homeless youth, underscoring the need for continued intervention and engagement strategies.

The district's graduation rate increased to 88.2%, demonstrating continued progress in supporting students toward completion. While this is a positive trend, subgroup data indicate that disparities remain for certain student populations, including students with disabilities and socioeconomically disadvantaged students.

The suspension rate decreased to 5.7%, reflecting improvement in school climate and the implementation of behavioral supports, including PBIS and restorative practices. Despite this progress, disproportionate suspension rates among certain student groups remain an area for continued focus.

OUHSD has identified areas of lowest performance based on the 2023 California School Dashboard. These areas are detailed in the table below and will remain a focus throughout the LCAP cycle to ensure targeted supports and improved student outcomes.

LEARNING REOVERY EMERGENCY BLOCK GRANT (LREBG):

The district conducted a comprehensive needs assessment utilizing California Dashboard data, local assessment data, and educational partner input to identify critical areas of need. This analysis confirmed the need for continued focus on improving academic achievement in English Language Arts and Mathematics, increasing English Learner progress, reducing chronic absenteeism, and addressing disparities among student groups.

In response, OUHSD continues to implement targeted, evidence-based actions aligned to these identified needs. These actions include ongoing professional development to strengthen instructional practices, expanded learning opportunities to increase access to academic support, targeted interventions for struggling students, and integrated systems of support to address both academic and socioemotional needs.

OUHSD will continue to implement Learning Recovery Emergency Block Grant (LREBG) funded actions as outlined below. These actions remain aligned to the identified needs and allowable uses, supporting accelerated learning and student well-being.

CREDIT RECOVERY SECTIONS WITHIN THE MASTER SCHEDULE (Certificated Salaries and Benefits):

To support students who are credit deficient and at risk of not graduating, the district will fund certificated teaching sections dedicated to credit recovery during the regular instructional day. This approach ensures equitable access to academic remediation embedded in the master schedule.

- Alignment with LREBG Allowable Expenses: Accelerated learning strategies; supplemental instruction.
- Rationale for Selection: Internal data and stakeholder feedback indicate that Students with Disabilities, socioeconomically disadvantaged students, and Foster Youth continue to struggle with credit accumulation, limiting their path to graduation.
- Impact to Area(s) of Need: Increased graduation rates, reduced credit deficiency, and stronger academic engagement for at-risk students.
- LCAP Action Items: 1.17

BEFORE AND AFTER SCHOOL TUTORING (Extra Duty Pay):

The district will compensate certificated staff for providing tutoring before and after school, enabling flexible, targeted academic support outside traditional hours.

- Alignment with LREBG Allowable Expenses: Tutoring; extended instructional time; supplemental instruction.
- Rationale for Selection: Teachers, parents, and students identified a lack of accessible intervention options for those unable to succeed during core periods. English Learners and other struggling subgroups benefit from small-group and one-on-one academic support.
- Impact to Area(s) of Need: Improved academic performance, especially in ELA and Math; greater learning confidence; increased engagement for students at risk of failure.
- LCAP Action Items: 1.3

ADDITIONAL SCHOOL COUNSELOR (Salaries and Benefits):

OUHSD will fund a full-time school counselor to expand support in the areas of academic planning, postsecondary readiness, and social-emotional wellness.

- Alignment with LREBG Allowable Expenses: Integrated pupil supports; mental health and wellness services.
- Rationale for Selection: Stakeholders emphasized the need for increased access to counselors, particularly at continuation sites and among students navigating personal or academic crises.
- Impact to Area(s) of Need: Increased College and Career Indicator (CCI) readiness, improved graduation outcomes, and stronger mental health and academic guidance support for underserved students.
- LCAP Action Items: 3.4

TRANSPORTATION SERVICES FOR SUMMER SCHOOL:

Funding will support transportation for Summer School students, ensuring access to extended learning time for those without reliable means of travel.

- Alignment with LREBG Allowable Expenses: Transportation services for expanded learning opportunities.
- Rationale for Selection: Transportation was cited as a primary barrier for Homeless Youth, Foster Youth, and students attending non-traditional programs. Many students miss critical academic opportunities due to lack of transit options.
- Impact to Area(s) of Need: Increased Summer School attendance, expanded credit recovery access, and reduced chronic absenteeism during intervention periods.
- LCAP Action Items: 1.17, 2.11

NUTRITION SERVICES FOR SUMMER SCHOOL:

OUHSD will fund meal services during Summer School to ensure that students participating in academic recovery programs receive reliable nutrition.

- Alignment with LREBG Allowable Expenses: Meals and snacks during expanded learning opportunities.
- Rationale for Selection: Students and families have cited food insecurity and inconsistent access to meals during non-school months as a barrier to participation in Summer School.
- Impact to Area(s) of Need: Improved attendance and engagement in extended learning programs, better student wellness, and more equitable support for low-income learners.
- LCAP Action Items: 1.17

LIBRARY ACCESS, SUPERVISION, AND RESOURCE MANAGEMENT (Library Staffing, Materials, and Software Services):

OUHSD will continue to provide supervised library access before and after school to ensure students have equitable opportunities to utilize academic resources, technology, and learning spaces beyond the instructional day. Funding will also support the maintenance and updating of library materials and the continued use of Follett software to improve organization, accessibility, and efficiency in library services districtwide.

- Alignment with LREBG Allowable Expenses: Supplemental academic resources and access to learning supports.
- Rationale for Selection: Stakeholders identified the need for safe, structured access to academic resources, technology, and literacy supports beyond the school day.
- Impact to Area(s) of Need: Increased access to instructional materials, improved student engagement, and expanded opportunities for independent learning and academic support.
- LCAP Action Items: 1.12

2023 CALIFORNIA SCHOOL DASHBOARD INFORMATION
The following table identifies schools and student groups that received the lowest performance level on one or more state indicators on the 2023 California School Dashboard. This identification is a critical component of the three-year LCAP cycle and serves to inform targeted supports, actions, and resource allocation to address performance gaps and promote equity across all student populations.

OUHSD 2023 Dashboard Lowest Performing Student Groups				
Required Action - 2023 Dashboard	School	Student Group	Indicator	Goal and Action #
LEA-wide Lowest Performance	District	Homeless	Suspension	2.8, 2.9, 2.14, 2.15
LEA-wide Lowest Performance	District	American Indian	Suspension	2.8, 2.9
LEA-wide Lowest Performance	District	Students with Disabilities	Graduation Rate	1.2, 1.4, 1.5, 1.17, 3.4, 3.5
LEA-wide Lowest Performance	District	White	Graduation Rate	1.17, 3.4, 3.5
LEA-wide Lowest Performance	District	English Learners	English Language Arts	1.1, 1.10, 1.11, 1.14, 1.15
LEA-wide Lowest Performance	District	Homeless	English Language Arts	1.7, 1.20, 2.14, 2.15
LEA-wide Lowest Performance	District	Students with Disabilities	English Language Arts	1.3, 1.4, 1.5, 1.10, 1.20
LEA-wide Lowest Performance	District	Socio-economic Disadvantaged	Mathematics	1.10, 1.20
LEA-wide Lowest Performance	District	Students with Disabilities	Mathematics	1.3, 1.4, 1.5, 1.10, 1.20
LEA-wide Lowest Performance	District	Hispanic	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Las Plumas	Students with Disabilities	Graduation Rate	1.2, 1.4, 1.5, 1.17, 3.4, 3.5
School Student Group Lowest Performance	Las Plumas	Students with Disabilities	Mathematics	1.3, 1.4, 1.5, 1.10, 1.20
School Student Group Lowest Performance	Oroville High	Homeless	Suspension	2.8, 2.9, 2.14, 2.15
School Student Group Lowest Performance	Oroville High	African American	Suspension	2.8, 2.9
School Student Group Lowest Performance	Oroville High	American Indian	Suspension	2.8, 2.9
School Student Group Lowest Performance	Oroville High	All Students	English Language Arts	1.9, 1.16, 1.20
School Student Group Lowest Performance	Oroville High	Socio-economic Disadvantaged	English Language Arts	1.10, 1.20
School Student Group Lowest Performance	Oroville High	Hispanic	English Language Arts	1.10, 1.20
School Student Group Lowest Performance	Oroville High	All Students	Mathematics	1.9, 1.10, 1.16, 1.20
School Student Group Lowest Performance	Oroville High	Socio-economic Disadvantaged	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Oroville High	Hispanic	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Oroville High	White	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Prospect High	All Students	Graduation Rate	1.17, 4.1, 4.2, 4.5
School Student Group Lowest Performance	Prospect High	Socio-economic Disadvantaged	Graduation Rate	4.1, 4.2, 4.5
School Student Group Lowest Performance	Prospect High	White	Graduation Rate	4.1, 4.2, 4.5
School Student Group Lowest Performance	Prospect High	All Students	College/Career	4.3, 4.4
School Student Group Lowest Performance	Prospect High	Socio-economic Disadvantaged	College/Career	4.3, 4.4
School Student Group Lowest Performance	Prospect High	White	College/Career	4.3, 4.4

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A OUHSD is not eligible for, nor have we requested TA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Prospect High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Prospect High School has been identified for Comprehensive Support and Improvement (CSI) due to its low graduation rate, as determined by the California Department of Education (CDE). In response, Prospect High School is developing and implementing a CSI plan embedded within its School Plan for Student Achievement (SPSA), aligned with the district's Local Control and Accountability Plan (LCAP) and state and federal accountability requirements.

Oroville Union High School District (OUHSD) has formally notified Prospect High School of its CSI eligibility and continues to provide ongoing guidance and support to ensure compliance with CDE requirements. The CSI plan is grounded in a comprehensive needs assessment that includes analysis of graduation rate data, College and Career Indicator (CCI) performance, attendance, and student subgroup data to identify areas of need and inform targeted interventions.

Prospect High School receives coordinated support from district Educational Services and Student Services departments. Site leadership, including the principal and leadership team, engage in ongoing collaboration with district leaders through regular planning meetings, data reviews, and progress monitoring sessions. These structures support alignment between site-level actions and district priorities, while ensuring continuous communication and responsiveness to emerging needs.

Through the cycle of continuous improvement, Prospect High School conducts ongoing analysis of academic, behavioral, and engagement data. Data are disaggregated by student group to identify disparities and prioritize interventions. The district supports the use of multiple data sources, including local assessments, CAASPP results, graduation data, and attendance metrics, to guide decision-making and monitor progress.

OUHSD provides targeted support to Prospect High School in the following areas:

DATA ANALYSIS AND NEEDS ASSESSMENT: District staff support the site in conducting in-depth data analysis to identify root causes of low graduation rates and gaps in college and career readiness, ensuring that interventions are data-driven and responsive to student needs.

PROFESSIONAL DEVELOPMENT: The district provides professional learning focused on evidence-based instructional strategies, differentiation, culturally responsive practices, and strategies to support credit recovery and student engagement.

CURRICULUM AND INSTRUCTIONAL SUPPORT: Guidance and resources are provided to strengthen curriculum alignment and instructional practices that promote rigor, relevance, and access to college and career pathways.

LEADERSHIP AND CAPACITY BUILDING: District leaders support site administration in strengthening instructional leadership, building staff capacity, and fostering collaborative structures such as professional learning communities.

FAMILY AND COMMUNITY ENGAGEMENT: The district supports efforts to increase family engagement and strengthen partnerships with community organizations to provide wraparound supports and improve student outcomes.

RESOURCE ALLOCATION: Additional resources, including staffing, intervention supports, and expanded learning opportunities, are allocated to support the implementation of evidence-based strategies aimed at improving graduation rates and student engagement.

CONTINUOUS MONITORING AND SUPPORT: The district engages in ongoing progress monitoring through regular data reviews, site visits, and feedback cycles to ensure that strategies are implemented with fidelity and adjusted as needed.

In addition, Prospect High School implements targeted, student-centered strategies to address identified needs. These include the use of Targeted Case Managers who focus on improving attendance, strengthening student and family engagement, and connecting students to appropriate supports. The school also utilizes personalized learning pathways to ensure that each student has access to the courses, credit recovery opportunities, and individualized supports necessary to successfully meet graduation requirements.

This structured and collaborative approach ensures that Prospect High School is supported in implementing its CSI plan effectively, addressing identified inequities, and improving outcomes for all students, particularly those most impacted by low graduation rates.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Oroville Union High School District (OUHSD) will monitor and evaluate the effectiveness of its support for Prospect High School through a structured and continuous improvement process grounded in a Multi-Tiered System of Support (MTSS). This approach is designed to strengthen academic outcomes, improve student engagement and attendance, and support overall student success, while maintaining alignment with the district's Local Control and Accountability Plan (LCAP).

Through an ongoing cycle of inquiry, the district and site leadership regularly analyze data, assess implementation of strategies, and make adjustments based on evidence of effectiveness. This process ensures that improvement efforts remain data-driven, responsive to student needs, and focused on addressing identified inequities.

OUHSD will support and monitor Prospect High School's improvement efforts through the following aligned strategies:

DATA COLLECTION AND ANALYSIS: The district will continuously collect and analyze both quantitative and qualitative data, including graduation rates, College and Career Indicator (CCI) performance, attendance, and student engagement data. This analysis will be used to monitor progress, identify trends, and inform decision-making.

KEY PERFORMANCE INDICATORS (KPIs): The district will establish and monitor specific performance indicators aligned to CSI goals, including graduation rate improvement, CCI outcomes, attendance rates, and progress of targeted student groups. These indicators will guide ongoing evaluation of the effectiveness of implemented strategies.

REGULAR PROGRESS MONITORING: District and site leadership will engage in regular progress reviews through scheduled meetings, data discussions, and site check-ins. These reviews will focus on implementation of action steps, identification of successes and challenges, and necessary adjustments to improve outcomes.

INSTRUCTIONAL MONITORING AND PROFESSIONAL DEVELOPMENT EVALUATION: The district will monitor the implementation and impact of professional development through classroom walkthroughs, feedback cycles, and evaluation of instructional practices. This ensures that training translates into improved teaching and learning.

TARGETED STUDENT GROUP MONITORING: The district will monitor the progress of specific student groups, including students with disabilities, socioeconomically disadvantaged students, English Learners, and students identified as at-risk of not graduating. Data will be disaggregated to identify disparities and guide targeted interventions.

STAKEHOLDER FEEDBACK: OUHSD will gather input from staff, students, families, and community members through surveys, meetings, and engagement activities. This feedback will inform continuous improvement and ensure that strategies are responsive to the needs of the school community.

BENCHMARKING AND CONTINUOUS IMPROVEMENT: The district will compare current performance data to established benchmarks and targets, as well as to prior year performance, to evaluate progress. Adjustments to strategies will be made as needed to ensure continuous improvement and alignment with desired outcomes.

Through this comprehensive monitoring system, OUHSD ensures that the CSI plan for Prospect High School is implemented with fidelity, evaluated regularly, and adjusted as needed to improve student outcomes, particularly for those students most impacted by low graduation rates.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Feedback from Staff Listening Sessions - Mar. 16, 2026 (LPHS), Mar. 17, 2026 (OHS), Mar. 24, 2026 (PHS) Feedback from Staff Surveys completed Feb. 13, 2026
Administration (Principals, Assistant Principals, Directors, District Admin)	Feedback from Staff Surveys completed Feb. 13, 2026
Classified and Other School Personnel	Feedback from Staff Listening Sessions - Mar. 16, 2026 (LPHS), Mar. 17, 2026 (OHS), Mar. 24, 2026 (PHS) Feedback from Staff Surveys completed Feb. 13, 2026
Bargaining Unit - Classified and Certificated	Feedback from Staff Listening Sessions - Mar. 16, 2026 (LPHS), Mar. 17, 2026 (OHS), Mar. 24, 2026 (PHS) Feedback from Staff Surveys completed Feb. 13, 2026
Parents	Feedback from Parent Survey - Completed Feb. 13, 2026 Feedback for Parent Advisory Committee - Mar. 12, 2026, April 21, 2026 Feedback from DELAC - April 15, 2026
Students	Feedback from Student Survey - Completed Feb. 13, 2026 Feedback from Student Advisory Meeting / LCAP Needs Presentations - April 1-2, 2026
Community	Feedback from Community Survey - Completed Feb. 13, 2026
Prospect High School - Equity Multiplier	Feedback from Staff Surveys completed Feb. 13, 2026 Feedback from Student Survey - Completed Feb. 13, 2026 Feedback from Parent Survey - Completed Feb. 13, 2026 Staff Listening Session - Mar. 24, 2026

Educational Partner(s)	Process for Engagement
	Equity Multiplier Planning Meeting - Mar. 24, 2026
SELPA Consultation	Consultation meeting Apr. 20, 2026

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

See the table below for a description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Stakeholder	Theme	Feedback That Influenced the LCAP	LCAP Alignment (Explicit Influence)	Actions
Staff (Teachers, Classified, Admin, Bargaining Units)	Support for Teachers & Staff	Staff surveys and listening sessions indicated a strong need for increased instructional support, including smaller class sizes, additional paraeducators, reduced non-instructional workload, and improved access to technology and professional development.	Based on staff input, the district will continue and refine actions focused on instructional support systems, including co-teaching, PLC alignment, and professional development. This feedback directly supports continued investment in staffing, instructional coaching, and data-driven collaboration structures outlined in Goal 1, ensuring improved instructional capacity and student outcomes.	1.2, 1.3, 1.4, 1.5, 1.10, 1.14, 1.15, 1.16, 1.20, 4.2, 4.6
Students, Parents, Advisory Committees	Curriculum Expansion & Instructional Quality	Students and families expressed a desire for more engaging and relevant coursework, including expanded electives such as arts, music,	Based on student and parent input, the district will maintain and refine actions related to expanding course access, CTE pathways, and instructional quality as outlined in Goal 1 and Goal 3. This feedback directly influenced continued investment in elective expansion, A–G access, and alignment of instructional programming to student interests and postsecondary readiness.	1.1, 1.8, 1.10, 1.16, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.5

		robotics, medical technology, and financial literacy, as well as improved instructional quality.		
Parents, Staff, Students	Student Mental Health & SEL Supports	Educational partners emphasized the importance of maintaining Wellness Centers, increasing access to counselors, and improving communication about available mental health and social-emotional supports.	Based on this feedback, the district will continue to prioritize student wellness systems, including counseling services, Targeted Case Managers, and Tier 2 interventions as outlined in Goal 2 and Goal 3. This feedback directly validates continued investment in mental health supports and expanded outreach to ensure students and families are aware of available services.	1.20, 2.8, 2.9, 2.15, 3.4
English Learners, Parents, Alternative Education Students	Elective Access & Scheduling Flexibility	Stakeholders identified that English Learners often have limited access to electives due to ELD scheduling requirements and requested more flexible scheduling options and credit opportunities.	Based on this input, the district refined implementation of scheduling practices and expanded access to Independent Study PE and flexible course options. This directly influenced actions aimed at improving equitable access to a broad course of study as outlined in Goal 1, particularly for English Learners.	1.15, 1.19, 1.17
Parents, Community, Equity Multiplier Stakeholders	Transportation Barriers	Stakeholders identified transportation as a major barrier to attendance and	Based on this feedback, the district expanded transportation supports and integrated transportation into attendance intervention strategies. This directly influenced actions aligned to student engagement and	1.17, 2.11

		participation in summer school, after-school programs, and intervention opportunities, particularly for rural and high-need students.	attendance improvement in Goal 1 and Goal 2.	
Students, Parents	Facilities & Maintenance	Stakeholders expressed concerns regarding campus cleanliness, restroom conditions, and outdated facilities, including the need for improved science labs and safe learning environments.	Based on this input, the district will maintain and prioritize facilities maintenance and improvement efforts. This feedback directly supports continued investment in safe and well-maintained learning environments as outlined in Goal 1.	1.8, 1.16
Staff, Students, Parents	Leadership & Communication	Educational partners emphasized the need for clearer, more consistent communication, including grading policies, behavior expectations, and increased use of communication tools such as ParentSquare.	Based on this feedback, the district refined communication protocols and strengthened stakeholder engagement processes. This directly influenced actions aligned to Goal 2 and Goal 3 focused on improving transparency, consistency, and family engagement.	2.9, 3.7
Staff, Students, Advisory Groups	Discipline & Behavior	Stakeholders expressed concerns	Based on this feedback, the district strengthened implementation of PBIS,	2.3, 2.5, 2.8, 2.12, 2.14, 2.15

		about inconsistent discipline practices and requested stronger alternatives to suspension, including PBIS implementation and structured intervention systems.	behavior intervention systems, and alternatives to suspension. This directly influenced actions aligned to Goal 2 focused on improving school climate, student behavior, and equitable discipline practices.	
Foster Youth, Homeless Students, Parents	Attendance & Reengagement	Stakeholders emphasized the need for stronger attendance tracking, targeted outreach, and re-engagement strategies, particularly for high-need student populations.	Based on this input, the district strengthened implementation of attendance intervention systems, including case management and re-engagement strategies. This directly influenced actions aligned to Goal 1 and Goal 2 focused on improving attendance and student engagement.	1.7, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 4.2, 4.5
Alternative Education Students, Staff, Equity Multiplier Stakeholders	CTE & College Readiness for Alternative Education	Stakeholders requested expanded access to Career Technical Education (CTE), dual enrollment, and hands-on learning opportunities for students in alternative settings.	Based on this feedback, the district expanded implementation of CTE coursework and college readiness supports at alternative education sites. This directly influenced actions aligned to Goal 4 focused on improving postsecondary readiness and equitable access to career pathways.	4.1, 4.3, 4.4, 4.5
Equity Multiplier Stakeholders, English Learners, Parents	Equity & Targeted Support	Stakeholders identified inequities in access to electives, intervention supports, and	Based on this input, the district refined implementation by improving alignment of support staff to high-need sites and expanding targeted outreach and services. This directly influenced actions aligned across Goals 1, 2, and 4 to address equity gaps and	1.3, 1.7, 1.14, 2.8, 2.14, 2.15, 4.2, 4.4, 4.5

		mental health services across sites, particularly for underserved student groups.	ensure improved outcomes for underserved student populations.	

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure equitable access to educational programs and environments across all demographics, enabling every student to achieve mastery in core content areas and thereby empowering them to unlock future opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to analysis of student performance data and input from educational partners, which together indicate both areas of progress and continued need across the district. While the district has seen improvement in some areas, overall academic performance continues to fall below standard, particularly in English Language Arts (ELA), Mathematics, and English Language Development (ELD).

Current performance data indicate that district-wide achievement in ELA is 44.8 points below standard. In Mathematics, performance remains a significant area of need at 138.4 points below standard. These outcomes reflect persistent challenges in ensuring that all students are meeting grade-level expectations in core content areas.

Subgroup data further highlight the extent of these challenges. Students with disabilities continue to perform significantly below standard in both ELA and Mathematics, with the largest gaps among all student groups. English Learners also demonstrate lower performance in ELA, reflecting the need for continued focus on both language development and access to grade-level content. In Mathematics, student groups including Hispanic students and socioeconomically disadvantaged students continue to perform below standard, indicating a need for more targeted instructional support and intervention.

English Learner progress data show that 40.2% of students are making progress toward English language proficiency. While this represents improvement from the prior year, it indicates that a majority of English Learners are not yet making sufficient progress, reinforcing the need to strengthen designated and integrated English Language Development (ELD) and ensure access to rigorous instruction.

These data trends demonstrate that, while progress has been made, significant disparities remain across student groups, particularly in Mathematics achievement and in outcomes for students with disabilities and English Learners. Educational partner input further reinforced

these findings, emphasizing the need to strengthen instructional practices, expand access to rigorous and relevant coursework, and provide additional academic and behavioral supports. Stakeholders also identified the importance of expanding Career and Technical Education (CTE) opportunities and increasing support for both students and staff.

In response to both data and stakeholder input, OUHSD has prioritized this goal to ensure that all students have equitable access to the programs, supports, and learning environments necessary to achieve mastery in core content areas. This work is supported through the district's implementation of a Multi-Tiered System of Support (MTSS), which provides a framework for delivering targeted instruction, intervention, and support based on student need.

Through this goal, the district is committed to addressing identified performance gaps, improving outcomes across all student groups, and ensuring that every student is prepared for success beyond high school.

Notes:
Unless otherwise noted, baseline data is from the 2022-23 school year. "DND" means that the data was not displayed due to privacy. For some metrics, a Likert Scale is used. For interpretation purposes, the following levels apply - 1 = Exploration and Research Phase, 2 = Beginning Development, 3 = Initial Implementation, 4 = Full Implementation, 5 = Full Implementation and Sustainability.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CAASPP Performance Level (Priority 4) CAASPP Participation Rate (Priority 5)	2022-23 DATA ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 67.1 - OUHSD B - 96.1 - English Learner's B - 171.3 - Homeless B - 84.9 - Socioeconomically Disadvantage B - 195.2 - SWD B - 136.3 - African American	2023-24 DATA ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 40.5 - OUHSD B - 96.9 - English Learner's B - 124.8 - Homeless B - 48.8 - Socioeconomically Disadvantage B - 176.6 - SWD	2024-25 DATA ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 44.8 - OUHSD B - 71.1 - English Learner's B - 115.0 - Homeless B - 58.2 - Socioeconomically Disadvantage B - 134.6 - SWD	ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 25.1 - OUHSD B - 54.1 - English Learner's B - 129.3 - Homeless B - 42.9 - Socioeconomically Disadvantage B - 153.2 - SWD B - 94.3 - African	+22.3 - OUHSD +25.0 - English Learner's +56.3 - Homeless +26.7 - Socioeconomically Disadvantage +60.6 - SWD +8.50 - African American +41.9 - American Indian/Alaskan Native -7.30 - Asian +7.70 - Hispanic +25.0- White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B - 109.0 - American Indian/Alaskan Native A - 32.4 A - Asian B - 87.7 - Hispanic B - 74.4 - White B - 100.4 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 47.4 - LPHS B - 58.6 - OHS B - 265.1 - PHS District Participation Rate - 80%	B - 141.5 - African American B - 124.6 - American Indian/Alaskan Native A - 10.6 - Asian B - 60.4 - Hispanic B - 42.6 - White B - 16.2 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 24.2 - LPHS B - 43.0 - OHS B - 176.9 - PHS District Participation Rate - 91%	B - 127.8 - African American B - 67.1 - American Indian/Alaskan Native A - 39.7 - Asian B - 80.0 - Hispanic B - 49.4 - White B - 27.0 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 49.4 - LPHS B - 35.9 - OHS B - 86.6 - PHS District Participation Rate - 92%	American B - 67.0 - American Indian/Alaskan Native A - 74.4 - Asian B - 45.7 - Hispanic B - 32.4 - White B - 58.4 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 5.4 - LPHS B - 16.6 - OHS B - 223.1 - PHS District Participation Rate - >/= 95%	+73.4 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino -2.00 - LPHS +22.7- OHS +178.5 - PHS District Participation Rate: +12%
1.2	Mathematics CAASPP Performance Level (Priority 4) CAASPP Participation Rate (Priority 5)	2022-23 DATA Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B- 158.0 - OUHSD B - 191.7 - English Learner's B - 230.3 - Homeless	2023-24 DATA Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B- 139.7 - OUHSD B - 187.3 - English Learner's	2024-25 DATA Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B- 138.4 - OUHSD B - 179.2 - English Learner's	Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 89.0 - OUHSD B - 122.7 - English Learner's B - 161.3 -	+19.6 - OUHSD +12.5 - English Learner's +26.5 - Homeless +20.1 - Socioeconomically Disadvantage +59.9 - SWD -5.50 - African American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B - 173.4 - Socioeconomically Disadvantage B - 264.8 - SWD B - 225.8 - African American B - 184.2 - American Indian/Alaskan Native B - 62.2 - Asian B - 179.4 - Hispanic B - 168.1 - White B - 174.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 144.7 - LPHS B - 154.3 - OHS B - 286.3 - PHS District Participation Rate - 78%	B - 206.6 - Homeless B - 148.5 - Socioeconomically Disadvantage B - 253.0 - SWD B - 248.0 - African American B - 186.2 - American Indian/Alaskan Native B - 85.4 - Asian B - 150.9 - Hispanic B - 148.8 - White B - 111.5 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 121.1 - LPHS B - 147.1 - OHS B - 246.3 - PHS District Participation Rate - 91%	B - 203.8 - Homeless B - 153.3 - Socioeconomically Disadvantage B - 204.9 - SWD B - 231.3 - African American B - 176.4 - American Indian/Alaskan Native B - 77.8 - Asian B - 157.2 - Hispanic B - 137.9 - White B - 126.0 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 132.9 - LPHS B - 141.4 - OHS B - 178.0 - PHS District Participation Rate - 92%	Homeless B - 104.4 - Socioeconomically Disadvantage B - 195.8 - SWD B - 156.8 - African American B - 115.2 - American Indian/Alaskan Native A - 7.2 - Asian B - 110.4 - Hispanic B - 99.1 - White B - 105.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 75.7 - LPHS B - 85.3 - OHS B - 217.3 - PHS District Participation Rate - >/=95%	+7.80 - American Indian/Alaskan Native -15.6 - Asian +22.2 - Hispanic +30.2 - White +48.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino +11.8 - LPHS +12.9 - OHS +108.3 - PHS District Participation Rate: +14%
1.3	English Learner Progress Indicator (Priority 4)	2022-23 DATA OUHSD 53.3% - Progressed at Least One Level	2023-24 DATA OUHSD	2024-25 DATA OUHSD	OUHSD >/= 60.0% - Progressed at Least One Level	-13.1% - Progressed at Least One Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.9% - Maintained Level 4 30.8% - Maintained Levels 1, 2L, 2H, 3L, 3H 15.0% - Decreased at Least One Level	26.9% - Progressed at Least One Level 1.0% - Maintained Level 4 48.1% - Maintained Levels 1, 2L, 2H, 3L, 3H 24.0% - Decreased at Least One Level	40.2% - Progressed at Least One Level 0.0% - Maintained Level 4 30.9% - Maintained Levels 1, 2L, 2H, 3L, 3H 28.9% - Decreased at Least One Level	>/= 1.0% - Maintained Level 4 </= 28.0% - Maintained Levels 1, 2L, 2H, 3L, 3H </= 10.0% - Decreased at Least One Level	-0.9% - Maintained Level 4 +0.1% - Maintained Levels 1, 2L, 2H, 3L, 3H +13.9% - Decreased at Least One Level
1.4	Implementation of Academic Standards - Dashboard Local Indicator (Priority 2)	2022-23 DATA ELA - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Math - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support History - Social Science 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support	2023-24 DATA ELA - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Math - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support History - Social Science 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support	2024-25 DATA ELA - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Math - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support History - Social Science 4 - Professional Development 4 - Instructional Materials 4 - Policy & Program Support	OUHSD is committed to maintaining a level 4 or greater on all designated areas in this metric.	All data points remained unchanged except for the following: History - Social Science: 4 - Instructional Materials Engagement of School Leadership 4 - Identifying Professional Learning Needs (Whole) 4 - Providing Support for Teachers on Standards 4 - Identifying Professional Learning Needs (Individual)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELD - Tied to ELA Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Next Generation Science Standards 3 - Professional Development 4 - Instructional Materials 4 - Policy & Program Support Implementation of Standards 4 - Career Technical Education 4 - Physical Education Model Content Standards 4 - World Language 4 - Health Education Content Standards 4 - Visual and Performing Arts Engagement of School Leadership 5 - Identifying Professional Learning Needs (Whole)	ELD - Tied to ELA Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Next Generation Science Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Implementation of Standards 4 - Career Technical Education 4 - Physical Education Model Content Standards 4 - World Language 4 - Health Education Content Standards 4 - Visual and Performing Arts	ELD - Tied to ELA Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Next Generation Science Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Implementation of Standards 4 - Career Technical Education 4 - Physical Education Model Content Standards 4 - World Language 4 - Health Education Content Standards 4 - Visual and Performing Arts		These indicators decreased by 1 level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5 - Providing Support for Teachers on Standards 5 - Identifying Professional Learning Needs (Individual)	Engagement of School Leadership 5 - Identifying Professional Learning Needs (Whole) 5 - Providing Support for Teachers on Standards 5 - Identifying Professional Learning Needs (Individual)	Engagement of School Leadership 4 - Identifying Professional Learning Needs (Whole) 4 - Providing Support for Teachers on Standards 4 - Identifying Professional Learning Needs (Individual)		
1.5	Graduation Rate (Priority 5)	2022-23 DATA 83.1% - OUHSD 82.9% - English Learner's 54.5% - Foster Youth 72.2% - Homeless 82.9% - Socioeconomically Disadvantage 65.3% - SWD 81.8% - African American 82.5% - American Indian/Alaskan Native 96.2% - Asian DND - Filipino 87.6% - Hispanic DND - Native Hawaiian/Pacific Islander 78.3% - White 66.7% - Two or More	2023-24 DATA 84.8% - OUHSD 84.1% - English Learner's 63.6% - Foster Youth 69.8% - Homeless 84.3% - Socioeconomically Disadvantage 69.6% - SWD 62.5% - African American 89.7% - American Indian/Alaskan Native 94.4% - Asian DND - Filipino 84.2% - Hispanic DND - Native Hawaiian/Pacific Islander	2024-25 DATA 88.2% - OUHSD 86.4% - English Learner's 71.4% - Foster Youth 69.9% - Homeless 86.7% - Socioeconomically Disadvantage 76.0% - SWD 82.6% - African American 83.9% - American Indian/Alaskan Native 97.2% - Asian DND - Filipino 90.6% - Hispanic DND - Native Hawaiian/Pacific Islander	89.1% - OUHSD 88.9% - English Learner's 60.5% - Foster Youth 78.2% - Homeless 88.9% - Socioeconomically Disadvantage 71.3% - SWD 87.8% - African American 88.5% - American Indian/Alaskan Native 99.2% - Asian DND - Filipino 93.6% - Hispanic DND - Native Hawaiian/Pacific Islander 84.3% - White	+5.1% - OUHSD +3.5% - English Learner's +16.9% - Foster Youth -2.3% - Homeless +3.8% - Socioeconomically Disadvantage +10.7% - SWD +0.8% - African American +1.4% - American Indian/Alaskan Native +1.0% - Asian DND - Filipino -3.0% - Hispanic DND - Native Hawaiian/Pacific Islander +7.4% - White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		86.0% - LPHS 89.7% - OHS 63.5% - PHS	81.9% - White 92.7% - Two or More 88.1% - LPHS 84.3% - OHS 67.3% - PHS	85.7% - White 89.5% - Two or More 90.7% - LPHS 91.6% - OHS 71.4% - PHS	72.7% - Two or More 92.0% - LPHS 95.7% - OHS 69.5% - PHS	+22.8% - Two or More +4.7% - LPHS +1.9% - OHS +7.9% - PHS
1.6	Advanced Placement Exam Performance (score of "3" or better on all exams taken) (Priority 4)	125 AP Assessments take in 2023 29.6% of students scored a "3" or Higher on at least 1 AP Assessment.	277 AP Assessments take in 2024 52.4% of students scored a "3" or Higher on at least 1 AP Assessment.	238 AP Assessments take in 2025 55.0% of students scored a "3" or Higher on at least 1 AP Assessment.	> 75% score a "3" or Higher	+113 AP Assessments take in 2025 +25.4 % of students scored a "3" or Higher on at least 1 AP Assessment.
1.7	CDE Facility Inspection Tool (School facilities in "Good Repair") (Priority 1)	2023-24 DATA Average FIT score of all facilities is 91.82%	2024-25 DATA Average FIT score of all facilities is 90.28%	2025-26 DATA Average FIT score of all facilities is 94.0%	> 90% FIT score for all facilities	OUHSD Average FIT score increased slightly by 2.18% but still remains above the goal of 90%.
1.8	Teachers Appropriately Assigned and Credentialed (Priority 1)	2022-23 DATA 118.05 - Total Teaching Full-Time Equivalent (FTE) 80.4% - Clear Credential (% of teaching FTE) The percentage of Clear Credentials falls below the state average of 84% 100% - Teachers Appropriately Assigned	2023-24 DATA 116.4- Total Teaching Full-Time Equivalent (FTE) 75.9% - Clear Credential (% of teaching FTE) The percentage of Clear Credentials falls below the state average of 85.1%	2024-25 DATA 112.13 - Total Teaching Full-Time Equivalent (FTE) 75.9% - Clear Credential (% of teaching FTE) The percentage of Clear Credentials falls below the state average of 82.5%	>/= 85% Clear Credential 100% - Teachers Appropriately Assigned	Total Teaching FTE decreased by 5.92 FTE. -4.5% Clear Credential decreased maintained its level year over year OUHSD still falls below the state average.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% - Teachers Appropriately Assigned	100% - Teachers Appropriately Assigned		
1.9	Access to a Broad Course of Study (Priority 7)	2023-24 DATA 100% of OUHSD students have a 4-year plan completed. Course Request Success Rate: LPHS - 85% OHS - 89.6% PHS - 100% 17% of EL student have limited access to electives or CTE courses due to ELD class participation	2024-25 DATA 100% of OUHSD students have a 4-year plan completed. Course Request Success Rate: LPHS - 93% OHS - 93% PHS - 100% 14% of EL student have limited access to electives or CTE courses due to ELD class participation	2025-26 DATA 100% of OUHSD students have a 4-year plan completed. Course Request Success Rate: LPHS - 94% OHS - 90% PHS - 100% 12% of EL student have limited access to electives or CTE courses due to ELD class participation	100% of OUHSD students will have a 4-year plan completed. Course Request Success Rate: LPHS - >/= 85% OHS - >/= 85% PHS - >/= 85% < 10% of EL students have limited access to electives or CTE courses due to ELD class participation	100% of OUHSD students have a 4-year plan completed. Course Request Success Rate: +9% - LPHS +0.4% - OHS No change - PHS -5% of EL student have limited access to electives or CTE courses due to ELD class participation
1.10	High School Dropout Rate (Priority 5)	2022-23 DATA 2.4% (52 students) - OUHSD 2.1% (25 students) - LPHS 2.6% (22 students) - OHS 6.8% (5 students) - PHS	2023-24 DATA 2.7% (62 students) - OUHSD 1.8% (24 students) - LPHS 2.5% (22 students) - OHS 15.9% (14 students) - PHS	2024-25 DATA 1.6% (62 students) - OUHSD 1.4% (24 students) - LPHS 1.7% (22 students) - OHS 2.3% (14 students) - PHS	< 10 Student Dropouts Districtwide	-0.8% - OUHSD -0.7% - LPHS -0.9% - OHS -4.5% - PHS
1.11	English Learner Reclassification Rate	2022-23 DATA 22.4% (24 students) - OUHSD	2023-24 DATA 19.5% (23 students) - OUHSD	2024-25 DATA 22.4% (25 students) - OUHSD	>/= 25% - OUHSD	+0.0% - OUHSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Access to Standards Aligned Materials (Priority 1B)	2023-24 DATA 100% of students have access to standards aligned materials either digitally or hard copy. The district had 0 William's Act complaints regarding standards aligned materials during the 2023-24 school year.	2024-25 DATA 100% of students have access to standards aligned materials either digitally or hard copy. The district had 0 William's Act complaints regarding standards aligned materials during the 2024-25 school year.	2025-26 DATA 100% of students have access to standards aligned materials either digitally or hard copy. The district had 0 William's Act complaints regarding standards aligned materials during the 2025-26 school	100% of students will have access to standards aligned materials The district will have 0 William's Act complaints regarding standards aligned materials	There was no change from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 – Implementation Table (Prompt 1)

Ensure equitable access to educational programs and environments across all demographics, enabling every student to achieve mastery in core content areas and thereby empowering them to unlock future opportunities.

Action #	Action Title	Implementation Level	Rationale / Notes
1.1	**Teachers Appropriately**	**4 – Full Implementation**	This action was implemented as planned across the district. The district was successful in filling most certificated positions and demonstrated improved staff retention compared to previous years. Successes included a stronger hiring cycle and

Action #	Action Title	Implementation Level	Rationale / Notes
	Assigned and Fully Credentialed		increased stability in staffing across sites. Challenges remain in filling specialized positions, particularly in Special Education, which continues to require focused recruitment efforts. Overall, the action was carried out as described in the LCAP and is functioning as intended.
1.2	**Alternative Diploma Pathways for Students with Disabilities**	**3 – Initial Implementation**	This action is in the initial implementation phase and was implemented as planned. During the 2025–26 school year, the district successfully developed and secured board approval for Alternative Diploma pathway courses and provided training to both site and district staff to support rollout. Successes included the creation and formal approval of courses and the delivery of staff training to build awareness and readiness for implementation. Challenges included incorporating these new courses into the master schedule and ensuring accurate inclusion of pathways on student transcripts, which required coordination across systems and departments. While the foundational structures are now in place, continued refinement is needed to ensure consistent and effective implementation across sites.
1.3	**Tutorial Support and Push-In Support for Students with Disabilities**	**4 – Full Implementation**	This action was implemented as planned across all school sites and functioned as intended. Successes included positive feedback from staff and students, effective implementation of co-taught sections, improved student outcomes in core content areas, and increased teacher participation in tutoring supports. These efforts contributed to stronger access to grade-level instruction for Students with Disabilities. Challenges included ongoing staffing shortages, particularly in Special Education, which required continued adjustments to maintain consistent service delivery. Despite these challenges, supports were consistently provided and aligned to the intent of the LCAP.
1.4	**Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and**	**3 – Initial Implementation**	This action is in the initial implementation phase and was implemented as planned. The district provided training to staff on standardized IEP processes, resulting in increased consistency across sites, improved quality of IEP development, and stronger communication with families. Successes included widespread staff training and early adoption of common practices, contributing to more aligned IEP systems districtwide. Challenges included difficulty monitoring fidelity of implementation due to the time-intensive nature of reviewing IEP processes, which limited the district's ability to ensure consistent application across all sites. Continued refinement of monitoring systems will be necessary to support full implementation.

Action #	Action Title	Implementation Level	Rationale / Notes
	Communication (DA)		
1.5	**Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)**	**3 – Initial Implementation**	This action is in the initial implementation phase and was implemented as planned. The district integrated the IEP quality assurance process into Special Education PLCs, provided staff training, and incorporated the system into onboarding for new staff. Successes included increased staff awareness of IEP quality expectations, the establishment of a structured review process, and alignment of monitoring practices within PLC structures. Challenges included the significant amount of time required to conduct thorough reviews and the lack of a consistent, systemwide monitoring schedule, which limited the ability to ensure ongoing fidelity across sites. Continued development of structured timelines and processes will be needed to move toward full implementation.
1.6	**Improve Participation Rate on CAASPP Assessments**	**4 – Full Implementation**	This action was implemented as planned across all school sites. Successes included strong site coordination, improved testing processes, and increased staff buy-in, all of which supported consistent administration of CAASPP assessments. These efforts contributed to maintaining high participation rates and strengthening overall assessment systems. Challenges included lower participation in alternative education settings, ongoing issues with student absenteeism during testing windows, and logistical complexities in coordinating testing schedules. Despite these challenges, the action was implemented with fidelity and functioned as intended.
1.7	**Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness**	**5 – Full Implementation & Sustainability**	This action was implemented as planned and is fully embedded with structures in place to support long-term sustainability. Successes included strong collaboration with community partners, expanded wellness supports—including the addition of a mental health clinician—and improved student outcomes where data supports increased engagement and progress. These systems have contributed to more coordinated and responsive support for Foster Youth and students experiencing homelessness. Challenges included the complexity of student needs, particularly related to housing instability and mental health, as well as the capacity of staff to consistently meet the high level of individualized support required. Despite these challenges, the action is well-established and continues to function effectively across the district.
1.8	**Facilities Inspection and Maintenance and**	**5 – Full Implementation & Sustainability**	This action was implemented as planned and is fully embedded with systems in place to support long-term sustainability. Successes included maintaining FIT scores above 90%, timely completion of maintenance projects, and the completion of the district's

Action #	Action Title	Implementation Level	Rationale / Notes
	Additional Custodial Staff		facilities master plan to guide future improvements. These efforts ensured that school sites remained clean, safe, and functional for students and staff. Challenges included the ongoing impact of aging facilities, the high cost of large-scale maintenance projects, and the difficulty of completing major work while school is in session. Despite these challenges, the district has established strong systems to maintain and improve facilities over time.
1.9	**1:1 Device for Meaningful Engagement and Network Maintenance**	**4 – Full Implementation**	This action was implemented as planned across all school sites and functioned as intended. Successes included increased instructional innovation among teachers, improved student access to digital curriculum, and enhanced support for students who were absent, allowing for greater continuity of learning. These efforts contributed to more flexible and accessible instructional delivery. Challenges included ongoing device maintenance demands, the lack of consistent replacement cycles, and the need for improved inventory tracking systems to ensure long-term sustainability. Despite these challenges, the district maintained full implementation of the 1:1 device program.
1.10	**Professional Development for All Staff**	**4 – Full Implementation**	This action was implemented as planned across the district. Successes included the introduction of a staff-led professional development day, positive staff feedback on the new professional learning platform, and effective PLC collaboration across all school sites. These efforts supported improved instructional practices and increased staff engagement in professional learning. Challenges included limited dedicated time for professional development due to scheduling constraints, a shortage of substitute teachers which impacted teacher release time, and the need for more targeted professional development to better support specific student groups. Despite these challenges, professional development opportunities were consistently delivered and aligned to district priorities.
1.11	**Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support**	**3 – Initial Implementation**	This action was implemented as planned and expanded across all ELA, Math, and Science classes during the 2025–26 school year. Successes included increased consistency of use across core content areas, improved integration of MAP data into PLC discussions, and increased staff familiarity with the assessment platform. These improvements supported stronger data conversations and greater awareness of student performance trends. Challenges included inconsistent implementation across some sites and limited use of assessment data to drive intervention and placement decisions. While the system is now in place districtwide, continued refinement is

Action #	Action Title	Implementation Level	Rationale / Notes
			needed to ensure that MAP data is consistently used to inform instruction and student support.
1.12	**Maintain and Expand Library Services**	**4 – Full Implementation**	This action was implemented as planned across all comprehensive school sites. Successes included the addition of Library Technicians at each site, which increased student access to resources and support, as well as positive student feedback regarding the use of library spaces for academic work. These improvements enhanced access to structured, resource-rich environments during the school day and beyond. Challenges included limited space at one site, which impacted accessibility, and transportation barriers that restricted some students' ability to utilize library services before and after school. Despite these challenges, the action was fully implemented and functioned as intended.
1.14	**District ELD Coordinator**	**5 – Full Implementation & Sustainability**	This action was implemented as planned and is fully embedded with structures in place to support long-term sustainability. Successes included strong coordination of the district's ELD program, improved support for Long-Term English Learners (LTELs) and Newcomer students, and more appropriate and strategic scheduling for English Learners across sites. These efforts contributed to more coherent and equitable ELD programming districtwide. Challenges included ensuring consistent implementation of ELD practices across all sites and classrooms, particularly given variations in staff experience and instructional approaches. Despite this, the role continues to function effectively as a central driver of ELD program quality and alignment.
1.15	**Supplemental English Language Development Support Classes for All ELD Students**	**4 – Full Implementation**	This action was implemented as planned across all school sites. Successes included increased support for Long-Term English Learners (LTELs) and Newcomer students, as well as improved alignment of instruction to student language proficiency needs. These efforts strengthened targeted language development support and improved access to appropriate instruction for English Learners. Challenges included scheduling constraints due to the six-period day and master schedule limitations, difficulty balancing ELD course placement with other graduation requirements, and limited access to elective courses for English Learners at lower proficiency levels. Despite these challenges, ELD support classes were consistently provided and aligned to the intent of the LCAP.
1.16	**Standards-Based Curriculum and Sufficient**	**5 – Full Implementation & Sustainability**	The district ensures that all adopted curriculum is aligned to California State Standards, with a yearly Williams monitoring process in place to verify compliance. Successes include the creation of a districtwide adoption cycle to ensure all content

Action #	Action Title	Implementation Level	Rationale / Notes
	Instructional Materials		areas have timely access to updated instructional materials. Challenges include rising curriculum costs and the timing mismatch between the 6-year adoption cycle and more frequent state standards updates. The district remains committed to staying responsive despite these external pressures.
1.17	**Credit Recovery and Summer School**	**4 – Full Implementation**	This action was implemented as planned and functioned as intended. Successes included increased course completion rates and a higher number of credits recovered, as well as effective use of the Edgenuity online platform to provide flexible learning options. These efforts allowed students to progress at their own pace and improved access to credit recovery opportunities. Challenges included limited staffing capacity, which prevented all eligible students from enrolling, and ongoing issues with student motivation in self-paced online courses. Despite these challenges, the program was consistently implemented and supported student progress toward graduation.
1.18	**Maintain Center for Independent Study Program**	**4 – Full Implementation**	This action was implemented as planned and functioned as intended. Successes included consistent student enrollment driven by improved transfer processes and policies, a stable and well-structured program, improved credit completion, and positive impacts on graduation outcomes. The program continues to provide a viable alternative pathway for students needing flexibility. Challenges included ensuring academic rigor within the independent study model and effectively monitoring student attendance and work completion to maintain engagement and accountability. Despite these challenges, the program was consistently implemented and aligned to the intent of the LCAP.
1.19	**Independent Study PE**	**4 – Full Implementation**	This action was implemented as planned and functioned as intended. Successes included increased flexibility for students, particularly English Learners, by providing access to Physical Education in a way that allowed them to enroll in elective courses they may not have otherwise been able to access. This supported more equitable access to a broader range of coursework. Challenges included a limited number of available spots in the program, which restricted access for some students who could benefit from this option. Despite this limitation, the program was consistently implemented and aligned to the intent of the LCAP.
1.20	**Increase Staffing to Offer Students Direct Support**	**4 – Full Implementation**	The district successfully implemented staffing expansions, including an additional Assistant Principal at each comprehensive site and an additional counselor at LPHS. The co-teaching model was introduced at all sites, focusing on English and Math core content. Successes include positive student and staff feedback, increased student

Action #	Action Title	Implementation Level	Rationale / Notes
			success in accessing grade-level content, and improved behavioral intervention options due to more available administrative support. Challenges include concerns over future sustainability due to potential instability in state and federal funding. Additionally, co-teaching impacts master scheduling, reducing the number of course sections and slightly limiting student access to specific courses.
1.21	**Maintain the Operation of Community Day School (CDS)**	**4 – Full Implementation**	This action was implemented as planned and functioned as intended. Successes included the continued operation of the Community Day School with declining enrollment, which reflects positive outcomes as fewer students required placement due to behavioral challenges. The program continues to provide a structured and supportive environment for students with significant needs. Challenges included ongoing issues with student attendance and engagement, as well as maintaining academic rigor within the program. Despite these challenges, the program was consistently implemented and aligned to the intent of the LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Classified positions that had expanded hours utilizing the LREBG were reduced to their normal contracted hours. Additional funding provided by the Arts and Music BG, A-G Access Grant and Educator Effectiveness Grant have all been removed due to the expiration of the grants.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE:
Several actions produced strong, measurable impacts on student achievement, particularly in English Language Arts, and ensured equitable access to core instructional supports.

Actions 1.1–1.5, 1.8, 1.9, 1.12, 1.16, 1.18, and 1.21 (Basic Conditions: Staffing, Materials, Devices, Facilities, and Instructional Infrastructure)
These foundational actions were fully implemented and ensured that all students had equitable access to standards-aligned instruction and learning environments. The district maintained 100% access to instructional materials, 1:1 device availability, and FIT scores above 90%, with zero Williams Act complaints across all years. These conditions eliminated access-related barriers and created the necessary infrastructure for improved academic outcomes across all sites.

Actions 1.3, 1.7, 1.10, 1.11, 1.17 and 1.20 (Instructional Support, Professional Development, and Staffing)
These actions were highly effective in improving student achievement in ELA. NWEA MAP assessments were used as benchmark assessments and instruction was modified based on results. The district also offered credit recovery and summer school options to make up

lost credit. While this didn't have a direct effect on ELA achievement, this did have an effect on increasing graduation rate across the district as referenced below. Additional instructional case management and support for Foster and Homeless youth was provided by Targeted Case Managers, Wellness Coaches, and site based clinicians. These services provided critical check-in and follow-up to ensure that not only were basic needs met, but instructional needs were met.

Districtwide CAASPP ELA performance improved from:
-67.1 (Baseline)
to -40.5 (Year 1)
and -44.8 (Year 2)
This reflects an overall +22.3 point improvement from baseline, demonstrating sustained growth despite a slight regression in Year 2.

Significant subgroup gains from baseline to Year 2 include:
Students with Disabilities: +60.6 (from -195.2 to -134.6)
Homeless Students: +56.3 (from -171.3 to -115.0)
English Learners: +25.0 (from -96.1 to -71.1)
Socioeconomically Disadvantaged: +26.7 (from -84.9 to -58.2)
These gains indicate that co-teaching models, push-in supports, increased staffing, and targeted professional development contributed to improved Tier 1 instruction and access for high-need student groups.

Graduation Rate (Compared to Baseline):
OUHSD: +5.1%
Significant Subgroup Gains:
Foster Youth: +16.9%
Students with Disabilities: +10.7%
White: +7.4%
Two or More: +22.8% - Two or More

Action 1.6 (CAASPP Participation)
This action was highly effective in increasing assessment participation rates, with district participation increasing by approximately +14%, ensuring more accurate and representative outcome data.

ACTIONS THAT WERE MODERATELY EFFECTIVE
These actions demonstrated improvement from baseline but showed mixed results, inconsistency across sites, or lack of sustained growth. These will continue to be monitored and refined.

ELA Trend Stability (Cross-Action Impact)
While ELA performance improved significantly from baseline, the decline from -40.5 (Year 1) to -44.8 (Year 2) indicates that gains were not fully sustained, suggesting variability in implementation fidelity or inconsistency in instructional practices across sites.

Actions 1.4, 1.14,1.15, and 1.19 (Course Access, ELD Scheduling, and Program Flexibility)
These actions supported improved access to coursework; however, outcomes were uneven. The percentage of English Learners with limited access to electives and CTE pathways decreased by 3%, indicating improvement.
Despite this progress, scheduling constraints—particularly within a 6-period day—continue to limit full access for English Learners, indicating these actions are partially effective but not yet fully equitable.

Metric 1.10 – Dropout Rate (Engagement Systems)
Baseline: 2.4%
Year 1: 2.7%
Change from baseline: +0.3%
This increase indicates that actions related to engagement and retention had limited effectiveness, particularly at alternative sites, and require continued focus.

ACTIONS THAT WERE INEFFECTIVE
These actions did not produce the desired outcomes and require modification moving forward.

Metric 1.3 – English Learner Progress Indicator (ELPI)
English Learner progress remains the most significant area of concern.
Baseline: 53.3% progressing at least one level
Year 1: 26.9%
Year 2: 40.2%
This represents an overall -13.1% decline from baseline, despite partial recovery from Year 1 to Year 2.

Students decreasing at least one level increased from 15.0% to 28.9% (+13.9%)
Despite the implementation of multiple EL-focused actions (ELD support, scheduling, staffing), these results indicate that the system is not yet effective in producing consistent language acquisition outcomes. Contributing factors include:

- Scheduling constraints limiting access to integrated instruction
- Inconsistent implementation of ELD strategies
- Lack of cohesive systems for monitoring and supporting language development

SUMMARY OF KEY TAKEAWAYS

What Worked Best:
Instructional supports—including co-teaching, push-in intervention, increased staffing, and targeted professional development—had the strongest impact on student achievement, particularly in ELA, where the district improved +22.3 points from baseline. Foundational investments in materials, facilities, and technology ensured equitable access and supported consistent implementation across sites.

Where We Need More Focus:

English Learner outcomes remain the most persistent challenge, with ELPI declining -13.1% from baseline despite multiple supports. Additionally, course access for English Learners, student engagement (dropout rate +0.3%), and consistency in instructional practices across sites require continued attention. Diagnostic assessment systems must also be strengthened to ensure data is meaningfully used to drive instruction.

Overall Assessment:
The majority of Goal 1 actions were fully or substantially implemented and are producing measurable benefits, particularly in ELA achievement and access to core instructional supports. However, where implementation lacked consistency or system coherence—particularly in English Learner services and diagnostic assessment—effectiveness was diminished. These findings will guide targeted modifications to improve alignment, consistency, and impact across all student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

While the overarching intent of Goal 1 remains unchanged—ensuring equitable access to educational programs and environments—OUHSD is refining its implementation strategies to better support measurable student progress. These refinements are grounded in a detailed analysis of Year 2 outcome data, including CAASPP performance, English Learner Progress Indicator (ELPI), and student engagement metrics. The district will maintain actions that demonstrated effectiveness while enhancing or refining those that showed limited or inconsistent impact.

A primary area of focus is the refinement of Action 1.11 (Diagnostic Assessment – MAP). Although this action was implemented, it did not demonstrate consistent effectiveness in improving student outcomes. In response, the district will expand and strengthen implementation by incorporating MAP assessment across ELA, Math, and Science, and embedding its use within Professional Learning Community (PLC) structures. The district will establish clearer expectations for administration, data analysis, and instructional application to ensure assessment results are consistently used to inform intervention, placement, and instructional decision-making.

Additionally, the district will refine its approach to supporting English Learners in response to outcome data indicating that ELPI declined from 53.3% at baseline to 40.2% in Year 2 (-13.1%). To address this, OUHSD will enhance ELD-focused professional development, embedding targeted strategies into monthly staff meetings and reinforcing implementation through administrative walkthroughs. These efforts are intended to improve consistency of ELD instruction across classrooms and strengthen integrated language development practices throughout the instructional program.

Course access for English Learners will also continue to be refined. While the district has implemented priority scheduling practices to improve equitable access, and reduced limitations by approximately 3%, challenges remain due to constraints associated with the six-period master schedule. OUHSD will continue to refine scheduling practices and monitoring systems to improve access to electives, CTE pathways, and A–G coursework while maintaining required ELD supports.

In addition, the district will continue to refine supports related to student engagement and alternative education settings. While programs such as Independent Study (CIS) and Community Day School (CDS) were implemented as planned, outcome data and implementation feedback

indicate ongoing challenges related to attendance, engagement, and academic rigor. The district will enhance monitoring, support structures, and program alignment to improve student participation and outcomes in these settings.

In some cases, elements of prior actions have been strengthened through expanded implementation structures rather than the creation of new standalone actions. These refinements reflect a strategic approach to improving coherence across systems, particularly in the areas of assessment, English Learner support, and instructional consistency.

No changes will be made to the Goal 1 metrics at this time; however, the district will continue to refine how data is used to monitor the effectiveness of key actions, particularly in relation to professional development and intervention systems. This includes strengthening the connection between instructional strategies and measurable student outcomes.

All other actions under Goal 1 will be maintained as written, as they have demonstrated effectiveness in supporting improved student outcomes and equitable access to resources.

OUHSD's planned refinements reflect a commitment to continuous improvement by strengthening implementation where needed, maintaining successful systems, and aligning resources to areas of greatest student need. These changes are intended to improve consistency, increase effectiveness, and ensure that all student groups—particularly English Learners and other high-need populations—are supported in achieving academic success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teachers Appropriately Assigned and Fully Credentialed	When analyzing the data for all students at OUHSD, it's evident that a concerning proportion aren't meeting grade-level standards in ELA and Mathematics. To bolster academic achievement, it's imperative to recruit and retain highly qualified staff. Consequently, we anticipate a marked improvement in academic performance across the board, reflected in enhanced scores in CAASPP Math and ELA, along with higher percentages of English learners demonstrating annual growth towards English proficiency.	$0.00	No
1.2	Alternative Diploma Pathways for	OUHSD will collaborate with administrators, teachers, special education educators, and pertinent stakeholders to enact the Alternative Diploma Pathway outlined in California Education Code 51225.31. Together, we will	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities	assess eligibility criteria and delineate the necessary steps for seamlessly incorporating this pathway into individualized education plans (IEPs) for students with disabilities. Furthermore, OUHSD is committed to providing comprehensive professional development sessions for educators and support staff to ensure the faithful execution of this initiative. Rigorous monitoring of progress towards implementation will be conducted to guarantee adherence to the Education Code's stipulations. This aim of this action is to provide additional graduation options and increase the graduation rate of our Students with Disabilities.		
1.3	Tutorial Support and Push-in Support for Students with Disabilities	Tutorial Support and Push-in services will be implemented to benefit our Students with Disabilities. Through robust collaborative planning and coordination among teachers, paraeducators, and additional support staff, students will receive tailored individual and group support aligned with their IEP goals and specific needs. This approach ensures that interventions are precisely targeted to address students' unique challenges and facilitate their academic progress. Teachers and paraeducators will form a cohesive team to continually assess the effectiveness of these services. By actively soliciting feedback from students, parents, and colleagues, and conducting regular progress monitoring, we will gather valuable data to evaluate the impact of the support provided. This data will play a crucial role in assessing students' progress towards meeting their IEP goals and will inform future IEP development. Additionally, it will serve as a foundation for making necessary adjustments to goals, accommodations, and modifications, ensuring that our students receive the most effective support tailored to their evolving needs. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of $427,013 in LREBG funds is allocated to support this action.	$3,351,475.00	No
1.4	Build and Implement a Common, Districtwide Process for IEP Preparation, Writing,	OUHSD is committed to enhancing the effectiveness of our Individualized Education Program (IEP) processes and ensuring transparent communication with all stakeholders. To achieve this, we will develop and implement a districtwide protocol (CIM activity item 1.1) focused on streamlining IEP procedures and enhancing communication channels.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Implementation, and Communication (DA)	This protocol will facilitate the identification and communication of Students with Disabilities' needs, ensuring that appropriate support is provided promptly and comprehensively. Additionally, OUHSD will establish clear stakeholder expectations (CIM activity item 1.2) for IEP processes and meetings, fostering mutual understanding and collaboration among all participants. To support successful implementation, comprehensive training and professional development opportunities will be offered to staff and stakeholders. This will ensure that all involved parties are equipped with the knowledge and skills necessary to effectively navigate the IEP process and fulfill their roles. Monitoring the effectiveness of these initiatives is essential. OUHSD will actively solicit feedback from stakeholders through various means, such as surveys and empathy interviews. This feedback will inform ongoing improvements and adjustments, ensuring that our IEP processes remain responsive to the needs of our students and stakeholders.		
1.5	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	OUHSD is dedicated to ensuring the quality and compliance of our Individualized Education Programs (IEPs). To achieve this, we will systematically identify the essential components of a high-quality IEP (CIM activity 2.1) and utilize this information to develop a comprehensive quality assurance rubric. This rubric will serve as a tool to monitor the quality and compliance of IEPs across the district, providing valuable insights into areas of strength and areas requiring improvement. Initially, it will establish a baseline of data (CIM activity 2.2), enabling us to pinpoint specific areas where support, training, and professional development for IEP case managers are needed most. OUHSD will establish a regular schedule for annual IEP calibration and quality assurance monitoring (CIM activity 2.3). Through this process, feedback from calibration and quality assurance efforts will be gathered and analyzed. This feedback will be used to collaborate with case managers both individually and collectively, implementing targeted strategies to address any identified areas for improvement. Furthermore, annual data collected through this process will be utilized to monitor the overall health and effectiveness of the district's IEP protocols and systems. By consistently evaluating and refining our practices, we will ensure that every student receives an IEP that fully meets their needs and supports their success.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Improve Participation Rate on CAASPP Assessments	Districtwide participation in the 2022-23 CAASPP assessments for ELA was 80%, while for Math it was 78%. However, the district faces penalties for every student required to achieve the mandated 95% participation rate. These penalties adversely impact our overall rating and undermine our performance on standards as assessed by the California Dashboard. To address this challenge, each school site will take proactive steps by developing and implementing comprehensive testing plans and protocols. These measures aim to ensure that OUHSD achieves or exceeds the required 95% participation threshold.	$0.00	No
1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	Site Social Workers and Targeted Case Managers (TCMs) will offer comprehensive educational case management and support services to youth in foster care and students experiencing homelessness. These services encompass tailored academic support and guidance, aimed at facilitating the fulfillment of high school graduation requirements for these vulnerable populations. Social Workers and TCMs will forge close partnerships with the Butte County Office of Education (BCOE) School Ties program, ensuring seamless coordination to meet students' diverse needs effectively. (see Goal 2 for funding)	$0.00	No
1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Annually, we will utilize the California Department of Education Facilities Inspection Tool (FIT) to conduct a comprehensive assessment of the condition of our facilities. This assessment will serve as a crucial status update, informing our efforts to maintain and improve the quality of our school environment. Upon identifying areas of need through the FIT assessment, we will promptly address them by integrating them into our annual maintenance plan. This proactive approach ensures that any deficiencies or concerns are promptly identified and remedied, contributing to the safety, functionality, and overall quality of our facilities for the benefit of our students, staff, and community. Additionally, OUHSD is committed to hiring additional custodial staff members across all school sites. These new hires will play a pivotal role in enhancing cleanliness and maintenance	$3,030,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards, ensuring that our facilities remain pristine and welcoming for students, staff, and visitors alike.		
1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Students will be equipped with Chromebooks tailored to immerse them fully in the curriculum, fostering access to meaningful content and the school's adopted online educational resources. Moreover, these Chromebooks will serve as invaluable tools for honing technological proficiency, enabling students to adeptly navigate word processing, spreadsheets, and desktop publishing programs as essential facets of their academic journey. To ensure seamless integration of technology, the district will furnish new Chromebooks to incoming freshmen and new students, guaranteeing equitable access to cutting-edge resources. Furthermore, the district remains committed to maintaining the functionality of these devices, promptly repairing or replacing Chromebooks as necessary to uphold uninterrupted learning experiences for all students. A critical component of this action is maintaining our local area network. This ensures that students will have seamless access to all instructional resources when needed.	$957,747.00	Yes
1.10	Professional Development for All Staff	OUHSD is committed to delivering explicit, targeted, and ongoing professional development aimed at cultivating and implementing effective Professional Learning Teams (PLTs), Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Designated and Integrated English Language Development (ELD) with an emphasis on our Long-Term English Learner (LTEL) population, and content-specific training focused on optimizing instructional practices. This comprehensive approach encompasses honing skills in best first instruction, curriculum alignment, and instructional strategies tailored to individual subject areas. Furthermore, these dedicated professionals will also use PD time to collaborate to organize targeted activities aimed at enhancing students' proficiency in Math and English Language Arts. Furthermore, OUHSD is committed to providing intervention and credit recovery opportunities for core content classes, ensuring that every student has the support needed to excel academically. Our primary focus will center on key student demographics. In English Language Arts, special attention will be given to	$462,198.00	No

Action #	Title	Description	Total Funds	Contributing
		English Learners and Homeless students across the district, alongside comprehensive support for Students with Disabilities in both English and Math. Additionally, our Math initiatives will target Socioeconomically Disadvantaged and Hispanic student populations districtwide. At Oroville High School, our efforts will be concentrated on supporting the Socioeconomically Disadvantaged and Hispanic communities specifically in Math, aligning with our broader district goals for inclusive and equitable education. PD offerings will provide time and training for these initiatives to be successful.		
1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	OUHSD will invest in acquiring the NWEA MAP assessment to serve as a versatile tool for universally screening students and ensuring appropriate placement in English and Math courses. Additionally, MAP will be employed as a benchmark assessment in English, Math, and Science to pinpoint student learning gaps. This information will equip teachers to deliver targeted support and interventions tailored to each student's specific needs. The MAP assessment is also instrumental in accurately placing English Learner students in suitable English Language Development courses upon entering as freshmen. Furthermore, it serves as a valuable tool for assessing the readiness of English Learners (ELs) and Long-Term English Learners (LTELs) for reclassification eligibility.	$40,460.00	Yes
1.12	Maintain and Expand Library Services	OUHSD is committed to offering library supervision before and after school, ensuring access to its extensive resources for all students. Additionally, we will maintain the currency and quality of our library resources, including books and other materials, to enrich the learning experience. To streamline library management, the district will leverage Follett software, optimizing resource organization and accessibility for all stakeholders. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of $16,648 in LREBG funds is allocated to support this action.	$146,693.00	Yes
1.14	District ELD Coordinator	OUHSD will appoint a .2FTE District English Language Development (ELD) Coordinator to oversee all ELD initiatives across the district. This	$30,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pivotal role entails comprehensive coordination of various ELD activities, including: • Monitoring program compliance and ensuring adherence to established processes and protocols. • Regularly updating the ELD Master plan to reflect evolving needs and best practices especially targeting LTEL students. • Facilitating and coordinating a district-wide ELD Professional Learning Team (PLT) to promote collaboration and professional development. • Organizing and delivering targeted professional development opportunities for both ELD and general education staff to enhance instructional practices. • Ensuring accurate student placement in appropriate ELD programs and monitoring their progress towards potential reclassification. • Build and implement targeted LTEL intervention program districtwide • Monitor LTEL specific data on Ellevation and other digital platforms • Provide/Coordinate focused interventions for Newcomer students This dedicated position will play a central role in fostering the academic success and linguistic proficiency of English Language Learners throughout the district focusing primarily on creating and implementing district plans and procedures for LTEL and Newcomer students.		
1.15	Supplemental English Language Development Support Classes for All ELD Students	OUHSD is committed to the inclusion and provision of Supplemental English Language Development (ELD) support classes across all district sites. These classes will be seamlessly integrated into the Master Schedule, with priority scheduling granted to English Learners (EL) and Long-Term English Learners (LTEL). Each class will be led by a highly qualified and credentialed teacher proficient in ELD instruction. Furthermore, to enhance student support, bilingual paraeducators will assist both in the Designated ELD classes and in a push-in format tailored to meet individual student needs. This collaborative approach ensures that EL and LTEL students receive comprehensive and targeted assistance to maximize their language acquisition and academic progress.	$283,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Standards Based Curriculum and Sufficient Instructional Materials	OUHSD will harness the resources provided by the Williams Act to conduct annual monitoring of the selection, adoption, and utilization of all mandated standards-based materials. To bolster effective implementation, teachers will receive targeted support tailored to the adopted curriculum. In the process of adopting new curriculum materials, district teams will prioritize selections that align with California Academic standards. Additionally, they will seek out resources with built-in supports specifically designed to assist English Learners. Furthermore, the chosen materials will ensure ample provisions for supporting Students with Disabilities and other learners who may face challenges in meeting rigorous, grade-level standards. OUHSD will also ensure that all students and teachers have access to sufficient instructional materials. This includes print and digital resources and licenses.	$177,160.00	Yes
1.17	Credit Recovery and Summer School	OUHSD is committed to offering flexible credit recovery options to students throughout the academic year. Credit recovery periods will be seamlessly integrated into the master schedule, allowing students the opportunity to reclaim credits during regular school hours. Furthermore, students can opt for credit recovery through Oroville Adult Education, offering independent study or night school alternatives for those seeking additional flexibility. In addition to these options, OUHSD will host a summer credit recovery session annually, providing students with a concentrated opportunity to catch up on credits and stay on track for graduation. This comprehensive approach ensures that students have multiple avenues to recover credits and achieve academic success, promoting equity and supporting students in reaching their full potential. Edgenuity Software will be the primary tool used for credit recovery. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of $224,689 in LREBG funds is allocated to support this action.	$323,181.00	Yes
1.18	Maintain Current Center For	The Center for Independent Study (CIS) has the capacity to serve over 200 students , offering them an alternative to traditional school attendance. CIS	$1,608,757.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Independent Study Program	provides a flexible independent study option for students, including those with disabilities, allowing them to pursue their education in a non-traditional setting. Despite the independent nature of their studies, students enrolled at CIS adhere to the same graduation requirements as their counterparts at comprehensive school sites. This ensures that all students receive a rigorous and comprehensive education, regardless of their chosen learning pathway.		
1.19	Independent Study PE	Students will have the opportunity to fulfill their graduation requirements through Independent Study PE, providing them with additional flexibility in their course selection. By choosing Independent Study PE, students can free up time in their schedule to enroll in additional courses such as Band, Spanish, or Career Technical Education (CTE) courses, expanding their academic and extracurricular opportunities. This option is particularly beneficial for English Learner (EL) students, who may face scheduling constraints with their English Language Development (ELD) courses. By opting for Independent Study PE, EL students can create space in their schedules to enroll in additional classes that may not have been previously accessible, such as Band, Spanish, or CTE courses. This flexibility empowers EL students to explore a wider range of academic and extracurricular opportunities, fostering their overall growth and success.	$136,955.00	Yes
1.20	Increase staffing to offer students direct support	OUHSD is committed to enhancing student support services by expanding staffing. This includes hiring and retaining an additional Assistant Principal at both OHS and LPHS, and an additional counselor at LPHS. Additionally, co-teachers, who also serve as Special Education Case Managers, will be assigned to general education classrooms. These co-teachers will offer support not only for Special Education students but for all students in those classes, ensuring a supportive learning environment for everyone.	$3,275,940.00	Yes
1.21	Maintain the Operation of Community Day School (CDS)	OUHSD is committed to sustaining the operation of Community Day School (CDS) as a vital alternative placement option for students experiencing behavior issues or facing expulsions. To support CDS, OUHSD will allocate resources, including staffing (a teacher and	$148,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		paraeducator) and a supply budget, ensuring the continued provision of high-quality education and support for students in need of a different educational setting.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, nurturing, and supporting environment to every student using Culturally Responsive Positive Behavior Intervention and Supports as a framework.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was formulated in direct response to discerned needs unearthed through data analysis and collaboration with educational partners. Analysis of the California School Dashboard alongside other local data underscored a compelling imperative to perpetuate a safe and nurturing environment, with a focus on augmenting attendance, mitigating suspension rates, and fostering a profound sense of safety and belonging among students during their time at school.

For instance, while there have been improvements in chronic absenteeism and attendance rates, it remains concerning that over a quarter of our students are chronically absent, and our attendance rate hovers just above 90%. Moreover, district suspension rates witnessed a slight uptick compared to the previous year, particularly notable among our Homeless students at 13.9% and our American Indian students at 9.0%, reflecting an increase of over 2% for the year. Additionally, expulsions surged during the 2022-23 school year to 0.93%, marking a substantial rise from a mere 0.24% the preceding year.

In pursuit of enhancing student well-being and comfort within school settings, OUHSD transitioned to the Fundamentals SEL screener in the 2023-24 academic year. This tool evaluates nine distinct categories pertinent to student comfort in the educational environment. Initial data suggests that OUHSD generally ranked as experiencing "High Satisfaction with their School Experience" across all categories. However, upon closer examination of the data, we uncover specific groups of students who rated significantly lower, indicating a necessity for tailored interventions. Further data clarified in the Measuring and Reporting Results section below will underscore the urgency of this goal.

Throughout the LCAP development process, educational partners emphasized the pivotal role of supportive teachers who exhibit a genuine passion for their subjects and a profound care for their students. Both students and parents articulated concerns regarding student well-being, advocating for enhancements in safety measures, support for credit-deficient students, enrichment through extracurricular activities, and cultivation of a positive school culture. Attendance challenges and behavioral management emerged as areas necessitating improvement, with recommendations for more stringent measures, enhanced transportation options, and addressing underlying factors contributing to absenteeism.

To address these imperatives, the district is committed to elevating attendance, mitigating absenteeism, and nurturing student connectedness to school through targeted actions aimed at fostering an inclusive and supportive culture across OUHSD campuses. Progress towards this objective will be diligently gauged using the identified metrics outlined below.

Notes:
Unless otherwise noted, baseline data is from the 2022-23 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate (Priority 5)	2022-23 DATA 85.2% - OUHSD 88.1% - LPHS 86.6% - OHS 64.6% - PHS	2023-24 DATA 88.2% - OUHSD 90.5% - LPHS 86.0% - OHS 79.2% - PHS	2024-25 DATA 88.6% - OUHSD 92.6% - LPHS 91.7% - OHS 74.5% - PHS	> 90% - OUHSD > 95% - LPHS > 95% - OHS > 80% - PHS	+3.0% - OUHSD +2.4% - LPHS -0.6% - OHS +14.6% - PHS
2.2	Chronic Absenteeism Rate (Priority 5)	2022-23 DATA 35.1% - OUHSD 20.5% - English Learners 59.4% - Foster Youth 39.1% - Socioeconomically Disadvantaged 49.7% - Students with Disabilities 30.2% - LPHS 34.6% - OHS 92.5% - PHS	2023-24 DATA 29.8% - OUHSD 23.6% - English Learners 57.6% - Foster Youth 32.7% - Socioeconomically Disadvantaged 45.0% - Students with Disabilities 24.9% - LPHS 30.5% - OHS 90.1% - PHS	2024-25 DATA 30.7% - OUHSD 16.8% - English Learners 63.2% - Foster Youth 34.3% - Socioeconomically Disadvantaged 45.8% - Students with Disabilities 25.9% - LPHS 31.3% - OHS 85.4% - PHS	< 15% - OUHSD < 15% - English Learners < 20% - Foster Youth < 20% - Socioeconomically Disadvantaged < 20% - Students with Disabilities < 15% - LPHS < 15% - OHS < 40% - PHS	-4.4% - OUHSD -3.7% - English Learners +3.8% - Foster Youth -4.8% - Socioeconomically Disadvantaged -3.9% - Students with Disabilities -4.3% - LPHS -3.3% - OHS -7.1% - PHS
2.3	Suspension Rate (Priority 6)	2022-23 DATA 6.1% - OUHSD 3.1% - English Learner's 8.1% - Foster Youth 13.9% - Homeless	2023-24 DATA 7.2% - OUHSD 4.6% - English Learner's 20.0% - Foster Youth	2024-25 DATA 5.7% - OUHSD 1.5% - English Learner's 5.0% - Foster Youth	4.6% - OUHSD 1.6% - English Learner's 6.6% - Foster Youth 12.4% - Homeless	-0.4% - OUHSD -1.6% - English Learner's -3.1% - Foster Youth -1.4% - Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6.7% - Socioeconomically Disadvantage 8.4% - Students with Disabilities 7.6% - African American 9.0% - American Indian/Alaskan Native 1.0% - Asian 14.3% - Filipino 5.1% - Hispanic 5.9% - Native Hawaiian/Pacific Islander 7.1% - White 7.3% - Two or More 4.9% - LPHS 6.8% - OHS 7.9% - PHS	13.7% - Homeless 7.7% - Socioeconomically Disadvantage 9.9% - Students with Disabilities 16.2% - African American 5.8% - American Indian/Alaskan Native 2.0% - Asian 6.7% - Filipino 7.2% - Hispanic 0.0% - Native Hawaiian/Pacific Islander 7.7% - White 10.8% - Two or More 8.0% - LPHS 4.7% - OHS 14.8% - PHS	12.5% - Homeless 6.5% - Socioeconomically Disadvantage 8.3% - Students with Disabilities 6.7% - African American 9.8% - American Indian/Alaskan Native 0.3% - Asian 0.0% - Filipino 6.2% - Hispanic 6.7% - Native Hawaiian/Pacific Islander 6.3% - White 6.1% - Two or More 6.0% - LPHS 3.4% - OHS 14.4% - PHS	5.2% - Socioeconomically Disadvantage 6.9% - Students with Disabilities 6.1% - African American 7.5% - American Indian/Alaskan Native </= 1.0% - Asian 12.8% - Filipino 3.6% - Hispanic 4.4% - Native Hawaiian/Pacific Islander 5.6% - White 5.8% - Two or More 3.4% - LPHS 5.3% - OHS 6.4% - PHS	-0.2% - Socioeconomically Disadvantage -.01% - Students with Disabilities -0.9% - African American +0.8% - American Indian/Alaskan Native -0.7% - Asian -14.3% - Filipino +1.1% - Hispanic +.08% - Native Hawaiian/Pacific Islander -0.8% - White -1.2% - Two or More +1.1% - LPHS -3.4% - OHS +6.5% - PHS
2.4	Expulsion Rate (Priority 6)	2022-23 DATA .45% - OUHSD .52% - LPHS .39% - OHS 0.0% - PHS	2023-24 DATA .34% - OUHSD .29% - LPHS .31% - OHS .87% - PHS	2024-25 DATA .17% - OUHSD .15% - LPHS .21% - OHS 0.0% - PHS	</= .25% for all students	-.28% - OUHSD -.37% - LPHS -.18% - OHS 0.0% - PHS
2.5	PBIS Tiered Fidelity Inventory (Priority 6)	2023-24 DATA Tier 1 - 16 / 30 = 53% Tier 2 - 10 / 26 = 38% Tier 3 - 7 / 34 = 21%	2024-25 DATA Tier 1 - 18 / 30 = 60% Tier 2 - 14 / 26 = 54% Tier 3 - 8 / 34 = 24%	2025-2026 DATA Tier 1 - 22 / 30 = 73% Tier 2 - 16 / 26 = 62% Tier 3 - 14 / 34 = 41%	Tier 1 - 27 / 30 = 90% Tier 2 - 20 / 26 = 77% Tier 3 - 17 / 34 = 50%	Tier 1: +20% Tier 2: +24% Tier 3: +20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Fundamentals SEL Screener (Priority 6)	Data collected in 2023-24 school year Factor 1 - Feelings About School: 67.4% / 42.3rd percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: 72.7% / 46.4th percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: 58.9% / 46.1st percentile (High Satisfaction) Factor 4 - Preparedness for Learning: 77.4% / 46.3rd percentile (High Satisfaction) Factor 5 - Attitudes to Teachers: 71.3% / 39.3rd percentile (High Satisfaction) Factor 6 - General Work Ethic:	Data collected in 2024-25 school year Factor 1 - Feelings About School: 69.3% / 42.3rd percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: 71.1% / 36.9th percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: 58.1% / 46.1st percentile (High Satisfaction) Factor 4 - Preparedness for Learning: 78.7% / 46.3rd percentile (High Satisfaction) Factor 5 - Attitudes to Teachers:	Data collected in 2025-26 school year Factor 1 - Feelings About School: 70.1% / 45.6th percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: 70.7% / 35.2nd percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: 58.5% / 46.1st percentile (High Satisfaction) Factor 4 - Preparedness for Learning: 79.6% / 47.1st percentile (High Satisfaction) Factor 5 - Attitudes to Teachers:	Factor 1 - Feelings About School: >/= 50th percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: >/= 50th percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: >/= 50th percentile (High Satisfaction) Factor 4 - Preparedness for Learning: >/= 50th percentile (High Satisfaction) Factor 5 - Attitudes to Teachers: >/= 50th percentile (High Satisfaction) Factor 6 - General Work Ethic: >/= 50th percentile (High Satisfaction) Factor 7 - Confidence in	Factor 1 - Feelings About School: +2.7% / +3.3 percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: -2.0% / -11.2 percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: -0.4% / No change in percentile (High Satisfaction) Factor 4 - Preparedness for Learning: +2.2% / +0.8 percentile (High Satisfaction) Factor 5 - Attitudes to Teachers: 0.0% / No change in percentile (High Satisfaction) Factor 6 - General Work Ethic:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		67.4% / 43.2nd percentile (High Satisfaction) Factor 7 - Confidence in Learning: 61.1% / 55.3rd percentile (High Satisfaction) Factor 8 - Attitudes to Attendance: 62.8% / 49.6th percentile (High Satisfaction) Factor 9 - Response to Curriculum Demands: 59.2% / 51.9th percentile (High Satisfaction)	67.4% / 39.3rd percentile (High Satisfaction) Factor 6 - General Work Ethic: 67.4% / 43.2nd percentile (High Satisfaction) Factor 7 - Confidence in Learning: 60.0% / 46.8th percentile (High Satisfaction) Factor 8 - Attitudes to Attendance: 64.9% / 49.6th percentile (High Satisfaction) Factor 9 - Response to Curriculum Demands: 59.2% / 51.9th percentile (High Satisfaction)	67.4% / 39.3rd percentile (High Satisfaction) Factor 6 - General Work Ethic: 69.5% / 45.6thd percentile (High Satisfaction) Factor 7 - Confidence in Learning: 63.7% / 50.3rd percentile (High Satisfaction) Factor 8 - Attitudes to Attendance: 65.8% / 51.2nd percentile (High Satisfaction) Factor 9 - Response to Curriculum Demands: 59.4% / 52.1st percentile (High Satisfaction)	Learning: >/= 60th percentile (High Satisfaction) Factor 8 - Attitudes to Attendance: >/= 60th percentile (High Satisfaction) Factor 9 - Response to Curriculum Demands: >/= 60th percentile (High Satisfaction)	+2.1% / 2.4 percentile (High Satisfaction) Factor 7 - Confidence in Learning: +2.6% / -5.0 percentile (High Satisfaction) Factor 8 - Attitudes to Attendance: +3.0% / +1.6 percentile (High Satisfaction) Factor 9 - Response to Curriculum Demands: +0.2% / +0.2 percentile (High Satisfaction)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 – Prompt 1: Implementation Status of Actions

Goal 2: Provide a safe, nurturing, and supporting environment to every student using Culturally Responsive Positive Behavior Intervention and Supports as a framework.

Action #	Action Title	Implementation Level	Rationale / Notes
2.1	**Recruit Monitor for DOJ Agreement and CR-PBIS Implementation**	**4 – Full Implementation**	This action was implemented as planned and functioned as intended. Successes included continued compliance with DOJ requirements, improved monitoring and accountability systems, and the successful release of OUHSD from the DOJ stipulated agreement in January 2026. This reflects the effectiveness of the systems and structures established through this action. Challenges included the time required to maintain ongoing monitoring and compliance efforts. This action was designed as a temporary measure and will be discontinued in the next LCAP cycle following the completion of DOJ oversight.
2.2	**School Resource Officer/Deputy and Campus Security**	**3 – Initial Implementation**	This action was partially implemented and reflects an initial level of implementation. Successes included the establishment of a full-time School Resource Officer (SRO) at Oroville High School, who has served as a positive presence and provided significant support to site staff, contributing to improved campus safety and responsiveness. Challenges included the lack of a deputy provided by the Butte County Sheriff's Office despite a contractual agreement, resulting in inconsistent implementation across sites and limiting the overall impact of the action. While this action is intended to support campus safety and student well-being, full implementation has not yet been achieved.
2.3	**School Attendance and Achievement Review Team**	**2 – Beginning Development**	This action was not implemented and reflects a beginning level of development. While the intent of this action is to directly impact student attendance and engagement through a structured review and intervention process, no successes were realized during this cycle due to lack of implementation. Challenges included

Action #	Action Title	Implementation Level	Rationale / Notes
			competing priorities, an unclear structure for how SAART processes would function, and a lack of defined accountability or “teeth” within the system to ensure follow-through. These barriers prevented the establishment of a consistent and effective attendance intervention framework. This action will require significant refinement and development moving forward to achieve its intended impact.
2.4	**Provide Nutritious Meals**	**5 – Full Implementation & Sustainability**	This action was implemented as planned and is fully embedded with sustainable systems in place. Successes included consistent access to meals for all students, improved food offerings and selections, increased incorporation of fresh foods, and a reduction in processed food options. These improvements supported student well-being and readiness to learn. Challenges included staffing shortages and reduced student participation at some sites due to open campus policies during lunch periods. This action continues to directly support student well-being while also contributing to overall student success.
2.5	**Social Emotional Learning**	**3 – Initial Implementation**	This action was implemented as planned and reflects an initial level of implementation. Successes included expanded social-emotional supports, particularly at the Tier 3 level, and increased student access to wellness services. These efforts strengthened targeted interventions for high-need students. Challenges included inconsistency of implementation across sites and a lack of staff buy-in at the Tier 1 level, limiting the effectiveness of universal supports. This action is intended to both directly impact student outcomes (behavior, engagement, attendance) and provide a system of support; however, further development is needed to ensure consistent and effective implementation across all tiers.
2.7	**Provide Facilities to the Boys and Girls Club of the North Valley**	**4 – Full Implementation**	This action was implemented as planned and reflects full implementation. Successes included maintaining a strong partnership with the Boys and Girls Club of the North Valley and providing additional supports for students, including tobacco cessation programs and drug and alcohol counseling services. These supports contributed to increased access to non-academic resources for students. Challenges included limited student participation and funding constraints on the Boys and Girls Club side, which impacted the overall reach of the program. This action primarily serves as a support structure to enhance student well-being and access to services.
2.8	**Social, Emotional, and Health Supports**	**5 – Full Implementation & Sustainability**	This action was implemented as planned and is fully embedded with sustainable systems in place. Successes included increased student access to social-emotional and health supports, improved coordination of services, and expanded intervention

Action #	Action Title	Implementation Level	Rationale / Notes
			offerings at the Tier 2 and Tier 3 levels. These systems strengthened the district's ability to respond to student needs and support engagement and well-being. Challenges included limited staff capacity relative to the increasing complexity of student needs and inconsistency of implementation across sites. This action is intended to both directly impact student outcomes (behavior, attendance, engagement) and provide a comprehensive system of support, and continues to be a critical component of the district's multi-tiered system of support.
2.9	**Targeted Case Manager/Family Liaison**	**5 – Full Implementation & Sustainability**	This action was implemented with some differences and is fully embedded with sustainable systems in place. Successes included the addition of a targeted case manager at each comprehensive site to focus on attendance and chronic absenteeism, as well as improved family engagement, particularly for students with attendance concerns. These efforts strengthened connections between school and home and supported improved intervention systems. Challenges included inconsistency of implementation across sites, which impacted the overall effectiveness of the action. This action is intended to both directly impact student outcomes (attendance and engagement) and provide a system of support for students and families.
2.10	**Extracurricular and Co-Curricular Opportunities and Athletic Trainers**	**4 – Full Implementation**	This action was implemented as planned and reflects full implementation. Successes remained consistent with the prior year, including maintaining student engagement opportunities and providing access to extracurricular programs that support school connectedness. Challenges included transportation barriers that limited student participation and the need for more diverse offerings, particularly beyond traditional programs. This action primarily serves as a support structure to enhance student engagement and connection to school.
2.11	**Home to School Transportation**	**5 – Full Implementation & Sustainability**	The district successfully implemented transportation services throughout the school year and extended them into Summer School, helping increase school attendance and facilitating student credit recovery. Transportation is provided to all eligible students in accordance with board policy, and the action was carried out as described in the LCAP. Challenges include ongoing staffing limitations and policy and budget constraints that restrict transportation to students who live more than two miles from school. While the need for expanded access exists, the current system is functioning well and contributes meaningfully to student access and engagement.

Action #	Action Title	Implementation Level	Rationale / Notes
2.12	**PBIS TOSAs and Student Incentives**	**3 – Initial Implementation**	This action was implemented as planned and reflects an initial level of implementation. Successes included improved use of data for decision-making and more streamlined PBIS-related processes, supporting more efficient coordination of behavior systems. Challenges included inconsistent staff buy-in, limited Tier 1 fidelity across sites, and a stagnation in impact or lack of clear evidence demonstrating increased effectiveness over time. While this action primarily serves as a support structure to strengthen behavior systems, further development and consistency are needed to achieve its intended impact.
2.14	**OUHSD Homeless Action Team**	**1 – Exploration & Research**	This action was not implemented and reflects an exploration level of implementation. While intended to serve as a system-level support structure to monitor and respond to the needs of students experiencing homelessness, no successes were realized during this cycle due to lack of implementation. Challenges included the determination that this action was redundant, as existing structures—such as COST meetings and districtwide wellness team meetings—already provide mechanisms to monitor and support this student population. As a result, this action was not prioritized for implementation.
2.15	**Homeless Students Systems of Support**	**3 – Initial Implementation**	This action was implemented as planned and reflects an initial level of implementation. Successes included fully stocked wellness pantries to support students' basic needs, stronger partnerships with community organizations, and improved identification of students experiencing homelessness. These efforts enhanced the district's ability to provide timely and targeted supports. Challenges included limited staff capacity relative to the extensive needs of this student population and difficulty consistently reaching highly mobile students. This action is intended to both directly impact student outcomes (attendance, engagement, stability) and provide a critical system of support for vulnerable students, but further development is needed to increase consistency and overall impact.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Funding for the DOJ monitor has been removed as that is no longer needed. CSI contributions have been added to goal 2 to include the addition of a social worker position at PHS. Daybreak Counseling services were not renewed for 26/27, BCOE clinicians are providing services that is paid out of primarily ERHMS funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE
Several actions produced strong, measurable impacts on student attendance, engagement, and access to supportive school environments.

Actions 2.4, 2.7, 2.8, 2.9, 2.10, and 2.11 (Nutritious Meals, Expanded Learning Supports, Social/Emotional/Health Services, and Targeted Case Management/Family Liaison, Extra Curricular Activities, Home to School Transportation)
These actions were fully implemented or implemented with strong fidelity and contributed to improved student attendance and re-engagement systems. District attendance increased from 85.2% at baseline to 88.6% in Year 2, representing a +3.4 percentage point increase from baseline. These same actions also contributed to reductions in chronic absenteeism. Districtwide chronic absenteeism improved from 35.1% at baseline to 30.7% in Year 2, a -4.4 percentage point decrease. Subgroup improvements included:
- English Learners: 20.5% to 16.8% (-3.7)
- Socioeconomically Disadvantaged: 39.1% to 34.3% (-4.8)
- Students with Disabilities: 49.7% to 45.8% (-3.9)

These results indicate that coordinated wellness supports, family outreach, and targeted intervention systems were effective in reducing barriers to attendance for many student groups.

Metric 2.4 – Expulsion Rate
District expulsion outcomes improved significantly. The expulsion rate decreased from 0.45% at baseline to 0.17% in Year 2, representing a -0.28 percentage point decrease. This suggests that expanded student supports and improved intervention systems contributed to reductions in exclusionary discipline practices.

Action 2.1 (DOJ Monitor)
This action has been highly effective over the last several years. This action was only in effect for part of the year due to the fact that OUHSD met all remaining compliance obligations as outlined in the DOJ Stipulated Agreement and were released from that agreement in February.

ACTIONS THAT WERE MODERATELY EFFECTIVE
These actions showed mixed results or demonstrated uneven impact across student groups. As such, they will continue to be monitored and refined.

Action 2.5 (Social Emotional Learning Supports)
SEL outcomes were mixed. Student perception data showed modest improvements in several areas:
- Feelings About School: +2.7%
- Preparedness for Learning: +2.2%
- Confidence in Learning: +2.6%
- Attitudes to Attendance: +3.0%

However, not all measures improved:
- Perceived Learning Capability declined from 72.7% to 70.7% (-2.0%)

Other measures remained relatively stable with minimal growth. These mixed results align with implementation findings indicating stronger supports at Tier 2 and Tier 3, but inconsistent Tier 1 implementation and variable staff buy-in.

Action 2.2 (School Resource Officer/Deputy Support)
This action demonstrated partial effectiveness. While it provided meaningful support to school safety and campus climate, inconsistent implementation across sites limited its overall districtwide impact. Continued monitoring is needed to determine its effectiveness as a systemwide strategy.

Action 2.15 (Supports for Students Experiencing Homelessness)
This action resulted in improved identification, partnerships, and access to services; however, outcomes for the highest-need students remain mixed:
- Foster Youth chronic absenteeism increased from 59.4% to 63.2% (+3.8)
- Homeless student suspension rates improved modestly from 13.9% to 12.5% (-1.4)
These results suggest that while supports are in place, the intensity of student need continues to exceed current system capacity.

ACTIONS THAT WERE LESS EFFECTIVE
These actions did not demonstrate strong effectiveness and will require modification or stronger implementation.

Action 2.3 (School Attendance and Achievement Review Team)
This action was not implemented and therefore did not contribute to improved outcomes. Chronic absenteeism remains high at 30.7%, significantly above the <15% target, with particularly high rates among:
- Foster Youth: 63.2%
- Students with Disabilities: 45.8%
The absence of a structured attendance review system limited the district's ability to more aggressively address chronic absenteeism.

Action 2.12 (PBIS TOSAs and Incentives)
While this action supported the development of systems and processes, it has not yet resulted in consistent improvements in discipline outcomes. Overall suspension rates improved slightly from 6.1% at baseline to 5.7% in Year 2 (-0.4); however, disparities remain across student groups:
- American Indian/Alaskan Native: 9.0% ? 9.8% (+0.8)
- Hispanic: 5.1% ? 6.2% (+1.1)
- Native Hawaiian/Pacific Islander: 5.9% ? 6.7% (+0.8)
These results indicate that while structures are being developed, consistent and equitable impact has not yet been achieved.

Action 2.14 (OUHSD Homeless Action Team)
This action was not implemented and was determined to be redundant given existing systems. As a result, it did not contribute to measurable outcomes.

SUMMARY OF KEY TAKEAWAYS

What Worked Best:

Wellness supports, case management, and access to basic services had the strongest impact on student outcomes. These actions contributed to improved attendance (+3.4 percentage points), reduced chronic absenteeism (-4.4), and significantly lower expulsion rates (-0.28).

Where We Need More Focus:
Chronic absenteeism remains the most persistent challenge, particularly for Foster Youth (63.2%) and Students with Disabilities (45.8%). Additionally, suspension disparities across student groups highlight the need for stronger, more consistent implementation of behavior supports and Tier 1 systems. SEL implementation also requires greater consistency and staff engagement.

Overall Assessment:
The majority of Goal 2 actions were fully or substantially implemented and are producing measurable benefits, particularly in attendance, student engagement, and reductions in expulsions. However, where implementation was inconsistent or absent, effectiveness was diminished. Overall, Goal 2 actions were highly effective in improving access and engagement, moderately effective in improving discipline outcomes, and less effective in reducing chronic absenteeism for the highest-need student groups, indicating a need for targeted refinement moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of ongoing implementation analysis and effectiveness evaluation during the current LCAP cycle, OUHSD will retain the overarching structure and intent of Goal 2, while making targeted refinements and selective action adjustments. These changes reflect the district's continued commitment to continuous improvement, equitable access to supports, and the creation of safe, inclusive, and responsive learning environments.

Overall, the majority of Goal 2 actions were fully implemented and demonstrated measurable success in improving attendance, reducing chronic absenteeism, and expanding access to student supports. As a result, most actions will remain in place as written. However, based on implementation challenges, effectiveness findings, and changes in external requirements, the district will eliminate select actions and refine others to strengthen system coherence and impact.

ELIMINATED OR CONSOLIDATED ACTIONS
In some cases, actions/services have been removed due to changes in external requirements or because they were determined to be redundant with existing systems.

Action 2.1 – DOJ Monitoring and Compliance
This action will be removed in the 2025–26 LCAP as OUHSD was formally released from the DOJ Stipulated Agreement in February 2026. As a result, the monitoring structures and compliance requirements associated with this action are no longer applicable. The district will continue to uphold safe and supportive school practices through its existing systems, including PBIS, student services, and site-based support structures.

Action 2.14 – OUHSD Homeless Action Team
This action will be eliminated as it was determined to be redundant. The intended functions of this action are already embedded within existing structures, including COST meetings and districtwide wellness team processes. Removing this action improves alignment and reduces duplication while maintaining services for students experiencing homelessness.

ACTIONS TO BE MODIFIED OR STRENGTHENED
Based on findings from the implementation and effectiveness analysis, select actions will be refined to improve consistency, strengthen Tier 1 systems, and increase overall impact.

Action 2.3 – School Attendance and Achievement Review Team (SAART)
This action will be retained but significantly redesigned. Although not implemented during the current cycle, chronic absenteeism remains a persistent challenge, particularly for high-need student groups. In the upcoming LCAP cycle, the district will clarify the structure, purpose, and accountability mechanisms of this action and more intentionally align it with existing attendance and intervention systems.

Action 2.5 – Social Emotional Learning (SEL)
This action will be refined to improve consistency of implementation, particularly at the Tier 1 level. While Tier 2 and Tier 3 supports have expanded, inconsistent delivery and variable staff buy-in limited overall effectiveness. The district will strengthen professional development, increase administrative monitoring, and support more consistent integration of SEL practices.

Action 2.12 – PBIS TOSAs and Tiered Supports
This action will be enhanced to address gaps in Tier 1 fidelity and overall impact. The district will focus on strengthening universal supports, increasing staff engagement, and improving alignment between PBIS implementation and student outcome data.

ACTIONS REMAINING IN PLACE
The following actions will remain in place without substantive changes, as they were implemented successfully and contributed positively to student outcomes:

- Action 2.2 – School Resource Officer / Campus Security
- Action 2.4 – Nutritious Meals
- Action 2.7 – Expanded Learning / Boys and Girls Club Supports
- Action 2.8 – Social, Emotional, and Health Supports
- Action 2.9 – Case Management / Family Liaison Supports
- Action 2.10 – Extracurricular / Student Engagement Opportunities
- Action 2.15 – Supports for Students Experiencing Homelessness

These actions will continue to be monitored for effectiveness and alignment to student needs.

METRICS AND GOAL STATEMENT
No changes will be made to the Goal 2 metrics at this time. Existing measures—including attendance, chronic absenteeism, suspension rate, expulsion rate, and student perception data—remain well-aligned to the goal and provide sufficient information to monitor progress. The district will continue to analyze these metrics, with particular attention to student subgroup performance, to ensure equitable outcomes. The

Goal 2 statement will remain unchanged, as it continues to reflect the district's commitment to safe, supportive, and inclusive school environments grounded in culturally responsive practices and multi-tiered systems of support.

SUMMARY OF CHANGES AND CONTINUOUS IMPROVEMENT
These adjustments reflect a strategic balance between stability and refinement. By maintaining effective actions, eliminating requirements that are no longer applicable, removing redundancy, and strengthening areas of inconsistency—particularly in attendance systems, SEL implementation, and PBIS practices—OUHSD is positioning itself to more effectively meet the needs of all students. These changes are grounded in analysis of student outcome data, implementation experience, and stakeholder input, and are designed to ensure that district resources are used efficiently and equitably to support improved student engagement, well-being, and success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ACTION REMOVED - Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	OUHSD will engage an independent monitor to oversee the implementation of the Department of Justice stipulated agreement and provide support to the district in implementing CR-PBIS.	$0.00	No
2.2	School Resource Officer/Deputy and Campus Security	OUHSD recognizes the importance of maintaining a safe and secure learning environment for all students, staff, and visitors. To achieve this goal, the district will enter into contracts with both the Oroville Police Department and the Butte County Sheriff's Office to provide School Resource Officer (SRO) and Deputy services. These dedicated law enforcement professionals will work closely with school administrators to ensure the safety and well-being of everyone on campus. In addition to SROs and Deputies, OUHSD will also take proactive measures to enhance security by hiring campus security personnel for each school site. These campus security staff members will provide an additional layer of protection, patrolling school grounds, monitoring access points, and responding to any security concerns or incidents that may arise. By partnering with local law enforcement agencies and investing in campus security personnel, OUHSD aims to create a safe, supportive, and conducive learning environment where students can thrive academically and socially. This collaborative approach to school safety underscores the	$771,519.00	No

Action #	Title	Description	Total Funds	Contributing
		district's commitment to prioritizing the well-being of its students and staff members.		
2.3	School Attendance and Achievement Review Team	The OUHSD superintendent will convene a dedicated task force comprising school staff and community members to address the issue of chronic absenteeism among students. This collaborative team will work collectively to identify and understand the underlying barriers that contribute to students missing school regularly. By leveraging the diverse expertise and perspectives of both school personnel and community stakeholders, the task force will develop comprehensive strategies and interventions tailored to address these barriers effectively. Members of the task force may include school administrators, teachers, counselors, social workers, attendance clerks, parents, representatives from community organizations, local government officials, and other relevant stakeholders. Together, they will examine factors such as transportation challenges, health issues, family circumstances, socio-economic factors, and school climate that may impact student attendance. Through data analysis, discussions, and brainstorming sessions, the task force will collaborate to devise targeted interventions and support services aimed at reducing chronic absenteeism.	$0.00	No
2.4	Provide Nutritious Meals	OUHSD is committed to ensuring that all students have access to nutritious meals without financial barriers. As part of this commitment, the district will provide meals to all students at no cost. This initiative aims to promote food security, support student health and well-being, and create an inclusive and equitable learning environment where every student can focus on their academic and personal growth without concerns about hunger or access to nutritious food options. By removing the financial burden associated with school meals, OUHSD seeks to foster a positive and supportive atmosphere that promotes healthy eating habits and enhances student success.	$1,617,720.00	No
2.5	Social Emotional Learning	OUHSD has embraced Character Strong as its cornerstone platform and curriculum for Social Emotional Learning (SEL). To ensure comprehensive	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		integration, the district has incorporated a dedicated weekly advisory period into the bell schedule, specifically designed for SEL learning opportunities. Each teacher will be assigned an advisory class, facilitating direct engagement with students in these crucial areas. Moreover, to maximize the impact of Character Strong, the district has scheduled Character Strong lessons to be delivered three times per month during these advisory sessions.		
2.7	Provide Facilities to the Boys and Girls Club of the North Valley	The Boys and Girls Club of the North Valley has established clubhouses at every comprehensive high school campus within our district. Their collaboration with the district ensures students have access to a range of valuable services, including tutoring, social engagement support, and career exploration opportunities. Though the clubhouses are located on the comprehensive sites, all OUHSD students can have access to the Boys and Girls Club.	$52,000.00	Yes
2.8	Social, Emotional, and Health Supports	OUHSD, committed to fostering an inclusive and supportive learning environment, will ensure that a comprehensive array of specialized professionals is readily available to empower students in overcoming any obstacles that may impede their academic progress. To this end, we will offer the expertise of dedicated Social Workers, School Counselors (including and additional counselor at LPHS), a compassionate School Nurse, insightful School Psychologists, and a skilled Speech Therapist. These professionals stand ready to provide personalized assistance, offering guidance, support, and interventions tailored to address a spectrum of challenges that students may encounter, thereby facilitating their holistic development and enhancing their prospects for academic achievement and overall well-being within our educational community.	$1,680,867.00	Yes
2.9	Targeted Case Manager/Family Liaison	OUHSD has introduced the Targeted Case Manager/Family Liaison (TCM) role to provide specialized support for unduplicated students at every school site, addressing both their instructional and mental health needs. Moreover, TCMs will actively cultivate avenues to enhance parental and community involvement. Collaborating closely with administration, social	$859,059.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workers, and other staff members, each TCM will manage a caseload of students, maintaining regular check-ins to monitor progress and offer assistance as needed. Priority will be accorded to students experiencing homelessness, those in foster care, individuals identified through the Fundamentals SEL screener as requiring additional support, those grappling with chronic absenteeism, or students at risk of academic underperformance. Furthermore, TCMs extend crucial social and emotional support to both students and staff, operating student wellness centers accessible during crises or moments necessitating respite. This multifaceted approach underscores our commitment to fostering a supportive educational environment conducive to the well-being and success of every student.		
2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	OUHSD is dedicated to providing a well-rounded educational experience that extends beyond the classroom. In pursuit of this commitment, we offer a diverse array of extracurricular opportunities, including athletics, clubs, and various other activities. Opportunities to note would be athletic programs, student clubs like Link Crew or the Asian Club, and competition teams like Mock Trial or Academic Decathlon. Additionally, OUHSD is partnering with a firm to provide extensive athletic training services to the athletic teams at both OHS and LPHS to help ensure student health and safety while participating in these opportunities. Furthermore, the partnership will extend opportunities for student interns to gain valuable hands-on experience, fostering their exploration of potential career paths within the field.	$1,494,437.00	Yes
2.11	Home to School Transportation	OUHSD is committed to ensuring that students have access to transportation services between their homes and schools. This will also be available for the Summer School credit recovery session. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of $7000 in LREBG funds is allocated to support this action.	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	PBIS TOSAs and Student Incentives	OUHSD is dedicated to fostering a positive school culture and promoting student success through the implementation of Comprehensive School-wide Positive Behavior Interventions and Supports (CR-PBIS). Teachers on Special Assignments (TOSA) will play a pivotal role in OUHSD's implementation of PBIS. As part of this initiative, the district will introduce incentives aimed at encouraging regular student attendance and reinforcing positive behavior. These incentives serve as a fundamental component of CR-PBIS, a research-based framework designed to create a supportive and inclusive learning environment where all students can thrive. In addition to promoting attendance and positive behavior, the implementation of incentives aligns with the core principles of CR-PBIS, which emphasize proactive strategies for addressing behavior, data-driven decision-making, and the promotion of social-emotional well-being. By integrating incentives into the CR-PBIS framework, OUHSD seeks to create a positive school climate conducive to academic achievement, social development, and the holistic growth of all students.	$160,547.00	Yes
2.14	ACTION REMOVED - OUHSD Homeless Action Team	OUHSD will assemble a districtwide action team dedicated to addressing the unique needs of students experiencing homelessness within our community. This collaborative effort will entail identifying, assessing, and enhancing district-wide support systems across various domains including academic achievement, fostering school connectedness, ensuring access to essential resources, reducing suspension rates, and implementing trauma-informed practices. Comprised of a diverse range of stakeholders, such as district and site administration, social workers, targeted case managers, as well as general and special education teachers, this team will provide comprehensive representation and expertise. Together, they will analyze data pertaining to homeless students, discerning barriers, uncovering root causes, and devising strategies to bolster student success. A focus of this group will be to determine communication needs and ways to fulfil those needs to provide clarity around systems and to provide technical assistance and supports for implementation.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	Homeless Students Systems of Support	Collaborating with the Butte County Office of Education through their School Ties program, OUHSD is committed to conducting a comprehensive assessment of our existing support systems for students facing homelessness. Our goal is to identify any gaps, redundancies, or inefficiencies within these systems, with the aim of enhancing overall effectiveness. OUHSD will spearhead initiatives for system improvement, streamlining processes, and implementing necessary updates and enhancements. We are dedicated to fostering clear communication channels across all stakeholder groups, ensuring transparency and alignment throughout the improvement journey. To facilitate smooth implementation, a detailed plan will be crafted, outlining key milestones and strategies for system enhancement. Furthermore, OUHSD is committed to providing comprehensive training and technical assistance to support stakeholders as they navigate the evolving landscape of system improvements. An additional counselor will be placed at LPHS to more proportionately distribute caseloads district wide.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empower every student to cultivate transferable skills essential for success in college, career, and life, through district preparation programs and robust partnerships with parents and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal emerged in direct response to discerned needs unveiled through meticulous data analysis and collaborative input from educational partners. Examination of the California School Dashboard data alongside other local metrics highlighted a compelling imperative to bolster support in fostering transferable skills essential for college, career, and lifelong success.

For instance, district-wide statistics reveal that only 14.4% of students meet UC/CSU requirements upon graduation, while merely 30.7% are deemed "Prepared" according to the College and Career indicator on the Dashboard. This is considered to be in the "Low" category. Additionally, 17% of students are completing pathways in Career and Technical Education fields, with less than half meeting EAP standards in English Language Arts and 17% meeting EAP standards in Math. Furthermore, 2.37% of students who complete a CTE pathway also meet UC/CSU requirements. Data recorded in the Measuring and Reporting Results section below will underscore the pressing need for support in these critical areas.

Throughout the LCAP development process, educational partners emphasized the necessity for enhancing curriculum and instructional quality, advocating for a broader array of diverse classes and expanded CTE options spanning healthcare, STEM, business, arts, and vocational training.

The district is poised to enhance the readiness of students for college, careers, and life beyond high school through targeted actions aimed at addressing these identified needs. Moreover, the district is steadfast in its commitment to diligently monitor and measure progress towards this goal, utilizing the metrics outlined below to gauge effectiveness and inform ongoing improvements.

Notes:
Unless otherwise noted, baseline data is from the 2022-23 school year. "DND" means that the data was not displayed due to privacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	College and Career Indicator (Prepared) (Priority 4)	2022-23 DATA 30.7% - OUHSD 18.2% - English Learner's 27.3% - Foster Youth 15.1% - Homeless 29.4% - Socioeconomically Disadvantage 21.1% - Students with Disabilities 31.8% - African American 20.4% - American Indian/Alaskan Native 45.6% - Asian DND - Filipino 28.9% - Hispanic DND - Native Hawaiian/Pacific Islander 30.1% - White 16.7% - Two or More 33.3% - LPHS 40.3% - OHS 1.1% - PHS	2023-24 DATA 42.4% - OUHSD 44.2% - English Learner's 9.1% - Foster Youth 25.8% - Homeless 41.3% - Socioeconomically Disadvantage 30.3% - Students with Disabilities 33.3% - African American 23.7% - American Indian/Alaskan Native 68.1% - Asian DND - Filipino 42.8% - Hispanic DND - Native Hawaiian/Pacific Islander 39.0% - White 36.6% - Two or More 42.9% - LPHS 51.5% - OHS 3.8% - PHS	2024-25 DATA 50.4% - OUHSD 44.2% - English Learner's 38.5% - Foster Youth 17.9% - Homeless 47.8% - Socioeconomically Disadvantage 28.3% - Students with Disabilities 33.3% - African American 48.4% - American Indian/Alaskan Native 83.3% - Asian DND - Filipino 49.6% - Hispanic DND - Native Hawaiian/Pacific Islander 44.9% - White 44.7% - Two or More 53.2% - LPHS 63.2% - OHS 1.4% - PHS	45% - OUHSD 33% - English Learner's 42% - Foster Youth 30% - Homeless 44% - Socioeconomically Disadvantage 36% - Students with Disabilities 46% - African American 35% - American Indian/Alaskan Native 60% - Asian DND - Filipino 43% - Hispanic DND - Native Hawaiian/Pacific Islander 45% - White 31% - Two or More 48% - LPHS 55% - OHS 16% - PHS	+19.7% - OUHSD +26.0% - English Learner's +11.2% - Foster Youth +2.8% - Homeless +18.4% - Socioeconomically Disadvantage +7.2% - Students with Disabilities +1.5% - African American +28.0% - American Indian/Alaskan Native +37.7% - Asian DND - Filipino +20.7% - Hispanic DND - Native Hawaiian/Pacific Islander +14.8% - White +28.0% - Two or More +19.9% - LPHS +22.9% - OHS +0.3% - PHS
3.2	Rate of Students Meeting UC/CSU Requirements (Priority 4)	2022-23 DATA 14.4% - OUHSD 0.00% - English Learner's	2023-24 DATA 38.94% - OUHSD 10.98% - English Learner's	2024-25 DATA 17.2% - OUHSD 3.85% - English Learner's	> 30% - OUHSD > 30% - English Learner's > 30% - Foster	+2.8% - OUHSD +3.85% - English Learner's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.00% - Foster Youth 0.00% - Homeless 11.6% - Socioeconomically Disadvantage DND - Students with Disabilities 5.9% - African American 12.5% - American Indian/Alaskan Native 25.0% - Asian DND - Filipino 16.1% - Hispanic DND - Native Hawaiian/Pacific Islander 11.7% - White	0.00% - Foster Youth 0.34% - Homeless 26.07% - Socioeconomically Disadvantage DND - Students with Disabilities 1.37% - African American 3.77% - American Indian/Alaskan Native 9.78% - Asian DND - Filipino 1.37% - Hispanic DND - Native Hawaiian/Pacific Islander 19.04% - White	0.00% - Foster Youth 4.00% - Homeless 13.24% - Socioeconomically Disadvantage DND - Students with Disabilities 8.33% - African American 13.79% - American Indian/Alaskan Native 48.0% - Asian DND - Filipino 12.31% - Hispanic DND - Native Hawaiian/Pacific Islander 9.63% - White	Youth > 30% - Homeless > 30% - Socioeconomically Disadvantage DND - Students with Disabilities > 30% - African American > 30% - American Indian/Alaskan Native > 50% - Asian DND - Filipino > 30% - Hispanic DND - Native Hawaiian/Pacific Islander > 30% - White	0.00% - Foster Youth +4.00% - Homeless +1.64% - Socioeconomically Disadvantage DND - Students with Disabilities +2.43% - African American -1.29% - American Indian/Alaskan Native +23.0% - Asian DND - Filipino -3.79% - Hispanic DND - Native Hawaiian/Pacific Islander -2.07% - White
3.3	Rate of Students Completing a CTE Pathway (Priority 4)	2022-23 DATA 17.0% - OUHSD 8.3% - English Learner's 0.00% - Foster Youth 0.00% - Homeless 14.3% - Socioeconomically Disadvantage 11.6% - Students with Disabilities 17.6% - African American 12.5% - American Indian/Alaskan Native	2023-24 DATA 27.62% - OUHSD 0.625% - English Learner's 0.625% - Foster Youth 2.50% - Homeless 6.50% - Socioeconomically Disadvantage 5.00% - Students with Disabilities 1.20% - African American	2024-25 DATA 32.3% - OUHSD 11.54% - English Learner's 21.22% - Foster Youth 2.00% - Homeless 50.0% - Socioeconomically Disadvantage 31.11% - Students with Disabilities 12.5% - African American	> 25% - OUHSD > 25% - English Learner's > 25% - Foster Youth > 25% - Homeless > 25% - Socioeconomically Disadvantage > 25% - Students with Disabilities > 25% - African American > 25% - American Indian/Alaskan	+15.3% - OUHSD +3.24% - English Learner's +21.22% - Foster Youth +2.00% - Homeless +35.7% - Socioeconomically Disadvantage +19.51% - Students with Disabilities -5.1% - African American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.2% - Asian DND - Filipino 10.2% - Hispanic DND - Native Hawaiian/Pacific Islander 23.8% - White	3.60% - American Indian/Alaskan Native 2.74% - Asian DND - Filipino 0.34% - Hispanic DND - Native Hawaiian/Pacific Islander 18.52% - White	34.48% - American Indian/Alaskan Native 36.0% - Asian DND - Filipino 19.23% - Hispanic DND - Native Hawaiian/Pacific Islander 24.92% - White	Native > 25% - Asian DND - Filipino > 25% - Hispanic DND - Native Hawaiian/Pacific Islander > 25% - White	21.98% - American Indian/Alaskan Native +22.8% - Asian DND - Filipino +9.03% - Hispanic DND - Native Hawaiian/Pacific Islander +1.12% - White
3.4	Rate of Students Completing a CTE Pathway and Meeting UC/CSU Requirements (Priority 4)	2022-23 DATA 2.37% (12 students) Districtwide	2023-24 DATA 4.80% (28 students) Districtwide	2024-25 DATA 6.52% (33 students) Districtwide	> 10% of students Districtwide	+2.43% Districtwide
3.5	% of Students Prepared for College by the EAP - ELA (11th grade CAASPP 3 or higher) (Priority 4)	2022-23 DATA 47% - OUHSD 25% - English Learner's 54% - African American 24% - American Indian/Alaskan Native 69% - Asian DND - Filipino 42% - Hispanic DND - Native Hawaiian/Pacific Islander 47% - White 40% - Two or More	2023-24 DATA 40% - OUHSD 4% - English Learner's 28% - African American 20% - American Indian/Alaskan Native 55% - Asian DND - Filipino 34% - Hispanic DND - Native Hawaiian/Pacific Islander 39% - White 54% - Two or More	2024-25 DATA 37% - OUHSD 17% - English Learner's 7.0% - African American 31% - American Indian/Alaskan Native 62% - Asian DND - Filipino 30% - Hispanic DND - Native Hawaiian/Pacific Islander 35% - White 51% - Two or More	62% - OUHSD 40% - English Learner's 69% - African American 39% - American Indian/Alaskan Native 84% - Asian DND - Filipino 57% - Hispanic DND - Native Hawaiian/Pacific Islander 62% - White 55% - Two or More	-10% - OUHSD -8.0% - English Learner's -47% - African American +7.0% - American Indian/Alaskan Native • 7.0% - Asian DND - Filipino -12% - Hispanic DND - Native Hawaiian/Pacific Islander -12% - White +11% - Two or More
3.6	% of Students Prepared for College by the EAP -	2022-23 DATA 16% - OUHSD	2023-24 DATA 14% - OUHSD	2024-25 DATA 13% - OUHSD	31% - OUHSD 15% - English Learner's	-3.0% - OUHSD 0.0% - English Learner's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math (11th grade CAASPP 3 or higher) (Priority 4)	0.0% - English Learner's 0.0% - African American 14% - American Indian/Alaskan Native 22% - Asian DND - Filipino 13% - Hispanic DND - Native Hawaiian/Pacific Islander 15% - White 18% - Two or More	0.0% - English Learner's 0.0% - African American 3% - American Indian/Alaskan Native 26% - Asian DND - Filipino 15% - Hispanic DND - Native Hawaiian/Pacific Islander 12% - White 21% - Two or More	0.0% - English Learner's 7.0% - African American 9.0% - American Indian/Alaskan Native 21% - Asian DND - Filipino 11% - Hispanic DND - Native Hawaiian/Pacific Islander 13% - White 11% - Two or More	15% - African American 29% - American Indian/Alaskan Native 37% - Asian DND - Filipino 28% - Hispanic DND - Native Hawaiian/Pacific Islander 30% - White 33% - Two or More	+7.0% - African American -5.0% - American Indian/Alaskan Native -1.0% - Asian DND - Filipino -2.0% - Hispanic DND - Native Hawaiian/Pacific Islander -2.0% - White -7.0% - Two or More
3.7	% of Students Prepared for College - Science (11th grade CAST 3 or higher) (Priority 8)	2022-23 DATA 22% - OUHSD 0.0% - English Learner's 0.0% - African American 15% - American Indian/Alaskan Native 36% - Asian DND - Filipino 14% - Hispanic DND - Native Hawaiian/Pacific Islander 24% - White 20% - Two or More	2023-24 DATA 19% - OUHSD 0.0% - English Learner's 7% - African American 4% - American Indian/Alaskan Native 33% - Asian DND - Filipino 14% - Hispanic DND - Native Hawaiian/Pacific Islander 19% - White 15% - Two or More	2024-25 DATA 26% - OUHSD 0.0% - English Learner's 13% - African American 13% - American Indian/Alaskan Native 39% - Asian DND - Filipino 20% - Hispanic DND - Native Hawaiian/Pacific Islander 28% - White 28% - Two or More	37% - OUHSD 15% - English Learner's 15% - African American 30% - American Indian/Alaskan Native 51% - Asian DND - Filipino 29% - Hispanic DND - Native Hawaiian/Pacific Islander 39% - White 35% - Two or More	+4.0% - OUHSD 0.0% - English Learner's +13% - African American -2.0% - American Indian/Alaskan Native +3.0% - Asian DND - Filipino +6.0% - Hispanic DND - Native Hawaiian/Pacific Islander +4.0% - White +8.0% - Two or More
3.8	Number of CTE Pathways and AP Courses offered (Priority 7)	2023-24 DATA 8 AP Courses - LPHS 10 AP Courses - OHS	2024-25 DATA 8 AP Courses - LPHS	2025-26 DATA 8 AP Courses - LPHS	10 AP Courses - LPHS 10 AP Courses - OHS	The number of AP courses and CTE pathways remained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7 CTE Pathways - LPHS 5 CTE Pathways - OHS	11 AP Courses - OHS 6 CTE Pathways - LPHS 3 CTE Pathways - OHS	11 AP Courses - OHS 6 CTE Pathways - LPHS 3 CTE Pathways - OHS	10 CTE Pathways - LPHS 8 CTE Pathways - OHS	unchanged from 2024-25 to 2025-26
3.9	Parent Square Engagement (Priority 3)	2023-24 DATA LP: 190 Posts sent 1807 Direct Messages sent 38.8% (961 out of 2474 users) Engagement with communications 16% of parents with app and receiving notifications OHS: 97 Posts sent 1525 Direct Messages sent 41.8% (660 out of 1578 users) Engagement with communications 11% of parents with app and receiving notifications PHS: 37 Posts sent 38 Direct Messages sent	2024-25 DATA LP: 279 Posts sent 2472 Direct Messages sent 46.0% (1107 out of 2404 users) Engagement with communications 18% of parents with app and receiving notifications OHS: 94 Posts sent 1798 Direct Messages sent 47.9% (750 out of 1566 users) Engagement with communications 15% of parents with app and receiving notifications PHS: 27 Posts sent	2025-26 DATA LP: 269 Posts sent 3135 Direct Messages sent 46.0% (1107 out of 2404 users) Engagement with communications 25% of parents with app and receiving notifications OHS: 88 Posts sent 2630 Direct Messages sent 47.9% (750 out of 1566 users) Engagement with communications 17% of parents with app and receiving notifications PHS: 29 Posts sent	LP: > 50% Engagement with communications > 25% of parents with app and receiving notifications OHS: > 50% Engagement with communications > 20% of parents with app and receiving notifications PHS: > 50% Engagement with communications > 20% of parents with app and receiving notifications	LP: +79 Posts sent +1328 Direct Messages sent +7.2% Engagement with communications +9% of parents with app and receiving notifications OHS: -9.0 Posts sent +1105 Direct Messages sent +6.1% Engagement with communications +6.0% of parents with app and receiving notifications PHS: -8.0 Posts sent -14 Direct Messages sent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29.5% (57 out of 193 users) Engagement with communications 8% of parents with app and receiving notifications	10 Direct Messages sent 33.8% (74 out of 219 users) Engagement with communications 11% of parents with app and receiving notifications	24 Direct Messages sent 33.8% (74 out of 219 users) Engagement with communications 24% of parents with app and receiving notifications		+4.3% Engagement with communications +16% of parents with app and receiving notifications

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 – Prompt 1: Implementation Status of Actions

Empower every student to cultivate transferable skills essential for success in college, career, and life, through district preparation programs and robust partnerships with parents and the community.

Action #	Action Title	Implementation Level	Rationale / Notes
3.1	**Collaborate with Butte College**	**4 – Full Implementation**	This action was implemented as described in the LCAP and remains fully operational across all comprehensive high school sites. The district continues to offer dual enrollment courses through its partnership with Butte College, providing students with access to college-level coursework in both CTE and select general education areas. Successes this year remained consistent with the prior year, including sustained access to dual enrollment opportunities and continued support for college and career readiness. Challenges included ongoing credentialing restrictions from Butte College, which require instructors to hold a master's degree in the subject area. Additional barriers included master schedule constraints and competition from other courses,

Action #	Action Title	Implementation Level	Rationale / Notes
			such as Advanced Placement offerings, which limited the district's ability to expand dual enrollment sections.
3.2	**Provide High Quality CTE Courses**	**4 – Full Implementation**	This action was implemented as described in the LCAP and remains fully operational across the district. OUHSD continued to provide high-quality CTE pathways in programs such as Automotive, Agriculture, and Culinary Arts, with sustained student enrollment and course access. Successes this year included strong growth in CTE pathway completion, which increased from 17.0% to 27.62%, reflecting improved student participation and completion of pathway requirements. The district also continued to strengthen CTE course quality through updated instructional resources, teacher support, and enhanced student learning experiences. Challenges included ongoing constraints related to staffing and credentialing, limited section availability, and competition within the master schedule, all of which restricted access for some students. While implementation was strong overall, equitable access across all student groups remains an area for continued improvement.
3.3	**College Connection Program**	**5 – Full Implementation & Sustainability**	This action was implemented as described in the LCAP and remains fully embedded as a sustainable component of the district's college and career readiness system. The College Connection Program continues to be one of the district's most in-demand opportunities for seniors. Successes this year included a high completion rate among participating students, full enrollment of all expanded program slots, and continued strong demand from students and families. The district increased available slots, and all were filled. Challenges included limited program capacity, as demand continues to exceed the number of available spaces. Despite this limitation, the action is functioning at a high level and demonstrates long-term sustainability.
3.4	**Counseling Staff**	**5 – Full Implementation & Sustainability**	This action was implemented as described in the LCAP and remains fully embedded as a sustainable support for student college and career readiness. Counselors continued to provide academic planning, scheduling, and individualized guidance to support graduation and postsecondary pathways. Successes this year included continued alignment of student schedules with college and career readiness benchmarks, with counseling support contributing to strong growth in both College and Career Indicator (CCI) performance and UC/CSU A–G completion. Challenges remained consistent with the prior year, particularly high counselor caseloads, which limited the amount of one-on-one support available to each student. Despite this, the

Action #	Action Title	Implementation Level	Rationale / Notes
			action is functioning as intended and continues to be a key driver of student readiness outcomes.
3.5	**College/Career Guidance Technician**	**3 – Initial Implementation**	College and Career Guidance Technicians are in place at each comprehensive school site and are actively collaborating with their site counseling teams. While the foundational structures are in place, these positions are currently underutilized and lack a consistent, systemwide framework to guide their work. Variability in procedures and expectations limits the overall effectiveness of the role. There is also a need for clearer oversight at each site to ensure that staff are delivering the services outlined in their job descriptions and contributing fully to postsecondary planning efforts.
3.6	**Allocate More Funds to CTE and Visual and Performing Arts Sections**	**5 – Full Implementation & Sustainability**	This action was implemented as described in the LCAP and remains fully embedded as a sustainable support for college and career readiness. Additional funds were allocated to CTE and Visual and Performing Arts programs, and teachers actively used those funds for classroom materials, field trips, professional development, and updated equipment. Successes this year included stronger instructional resources and improved student engagement in CTE and VAPA courses. Challenges remained consistent with the prior year, including limited course sections and high student demand, which restricted access for some students despite strong interest.
3.7	**Parent and Family Engagement and ParentSquare Utilization**	**4 – Full Implementation**	This action was implemented as described in the LCAP and remains fully operational across all school sites. ParentSquare continues to serve as the district's primary communication platform, supporting consistent school-to-home messaging. Successes this year included increased parent engagement rates, growth in direct messaging, and more consistent communication efforts across sites. Challenges included low parent app usage and message fatigue, which continue to limit deeper engagement and responsiveness among families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some reductions in expenditures are due to coming to the end of our grant periods for Arts and Music BG and the K12 SWF grant and we were overstaffed 1.0FTE for an expected mid year retirement of a counselor. He has retired and his position is not back filled.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE

Several actions produced strong, measurable impacts on districtwide college and career readiness outcomes:

Actions 3.1 to 3.3 and 3.6 (Butte College Dual Enrollment, High Quality CTE Courses, College Connection Program, and CTE/VAPA Funding)
These actions were fully implemented and collectively produced substantial gains in the district's core college and career readiness metrics.

- College and Career Indicator (CCI) increased from a baseline of 30.7% to a Year 2 Outcome of 50.4%, a +19.7 percentage point increase from baseline.
- UC/CSU A–G Completion increased from baseline to Year 2, indicating that more students are completing the coursework required for university eligibility.
- CTE Pathway Completion increased from baseline to Year 2, reflecting stronger participation and completion in career pathways.
- The percentage of students who both completed a CTE pathway and met A–G requirements also improved from baseline, showing progress in integrating college and career readiness pathways.

These results indicate that the district's coordinated strategy of expanding dual enrollment, strengthening CTE pathways, and investing in program quality is producing meaningful improvements in student readiness for postsecondary success.

ACTIONS THAT WERE MODERATELY EFFECTIVE

These actions showed positive contributions, but impact was uneven or still developing. As such, the district will continue to monitor for effectiveness:

Action 3.4 (Counseling Staff)
Counseling staff played a critical role in helping students access A–G coursework, dual enrollment, and CTE pathways. This support contributed to districtwide readiness gains, but some student groups did not improve at the same rate as the district average. While counseling systems are in place and functioning, the district's data indicate that targeted support is still needed to ensure all students benefit equally from college and career planning services.

Action 3.5 (College and Career Guidance Technician)
This action remains in the initial implementation phase and has shown emerging impact. College and Career Guidance Technicians are supporting student awareness of postsecondary options, but the role is still developing and has not yet produced the same measurable impact as the more established actions. Additional clarity in role expectations and implementation consistency will be important to strengthen effectiveness over time.

Action 3.7 (Parent and Family Engagement and ParentSquare Utilization)
This action improved communication systems and parent outreach, but family engagement outcomes remain moderate. Districtwide ParentSquare implementation improved communication volume and engagement, and parent app usage increased from baseline. However, engagement rates remain below desired levels, and message fatigue continues to limit deeper family participation. While the communication

infrastructure is in place, additional strategies are needed to increase interactive engagement and sustained parent involvement.

ACTIONS NOT DESIGNED TO DIRECTLY IMPROVE CERTAIN METRICS

Goal 3 actions were primarily designed to improve college and career readiness indicators (CCI, A–G, CTE pathway completion, and postsecondary access). They were not specifically designed to directly improve EAP performance in English Language Arts, Math, or Science. As a result, while the district saw strong gains in readiness metrics, EAP outcomes require additional instructional supports beyond the scope of Goal 3 actions. This distinction is important when determining whether an action was effective for the metric it was intended to influence.

SUMMARY OF KEY TAKEAWAYS

What Worked Best:
Dual enrollment, College Connection, and high-quality CTE pathways had the strongest impact on districtwide college and career readiness. These actions were fully implemented and strongly correlated with major gains in CCI, A–G completion, and CTE pathway completion. Program investments and expanded course access helped more students meet “Prepared” criteria and complete pathways aligned to postsecondary success.

Where We Need More Focus:
Although districtwide outcomes improved, progress was not equally distributed across all student groups. Some students continue to need more targeted support to access and complete college and career pathways. The College and Career Guidance Technician role requires stronger systems and clearer expectations, and family engagement remains constrained by low app usage and message fatigue. In addition, Early Assessment Program (EAP) performance in English Language Arts, Math, and Science remains an area of concern. While Goal 3 actions were effective in improving college and career readiness indicators such as CCI, A–G completion, and CTE pathway completion, they were not specifically designed to improve core academic proficiency at scale. Continued focus on instructional quality, academic intervention, and alignment between college/career pathways and EAP preparation will be necessary to ensure students are not only participating in readiness opportunities, but also demonstrating preparedness in foundational academic skills.

Overall Assessment:
The majority of Goal 3 actions are either fully or substantially implemented and are producing measurable benefits, particularly in the College and Career Indicator, A–G completion, and CTE pathway completion. Where implementation was still developing or inconsistent, outcomes confirm that effectiveness was more limited. Overall, Goal 3 actions are effective and should continue, with refinements to improve equity, consistency, and depth of impact across student groups. At the same time, Early Assessment Program (EAP) outcomes in English Language Arts, Math, and Science indicate that academic preparedness remains a challenge. While Goal 3 actions successfully expanded access to college and career pathways, additional focus is needed to strengthen core academic proficiency so that students are not only participating in postsecondary readiness opportunities, but also demonstrating readiness in foundational academic skills.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2026–27 LCAP, there are no changes to Goal 3 actions, metrics, or the goal statement. The district will continue implementing the existing actions and services as written.

The district's decision to maintain Goal 3 as currently structured is based on the effectiveness analysis using Year 2 Outcome data and the Current Difference from Baseline. Districtwide results show strong progress in college and career readiness, including substantial improvement in the College and Career Indicator (CCI), A–G completion, and CTE pathway completion. These outcomes indicate that the current actions are producing measurable benefits and remain aligned to the goal's intended results.

While no formal action or metric changes are being made, the district will make implementation refinements to improve the effectiveness of actions that showed more moderate impact. Specifically:

Action 3.5 (College and Career Guidance Technician): The district will clarify role expectations, establish more consistent site-level procedures, and strengthen oversight to ensure these positions are fully utilized and aligned with counseling and college/career planning efforts.

Action 3.7 (Parent and Family Engagement / ParentSquare): The district will focus on increasing parent app adoption, reducing message fatigue through more targeted communication practices, and expanding outreach efforts to improve engagement rates and responsiveness.

Action 3.4 (Counseling Staff): The district will continue refining counseling supports to ensure more consistent access to college and career planning services, particularly for student groups that are not yet showing the same level of growth as the district average.

At this time, the district will focus on continued implementation, monitoring, and refinement of current practices rather than making structural changes to the goal. This includes ongoing attention to equity gaps, support for student groups showing slower growth, and efforts to strengthen family engagement and academic preparedness. The district will continue to use annual outcome data to monitor effectiveness and determine whether future modifications are needed to support continuous improvement and equitable student success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Collaborate with Butte College	OUHSD is collaborating with Butte College to expand educational opportunities for students through concurrent and dual enrollment classes, as well as the College Connection Program. Concurrent and dual enrollment classes provide high school students with the chance to earn	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		college credits while still enrolled in high school. By participating in these courses, students can get a head start on their college education, explore new academic interests, and challenge themselves with rigorous coursework. The College Connection program offers OUHSD students an unparalleled opportunity to fulfill their high school graduation requirements while immersing themselves in a full-time academic experience at Butte College during their senior year.		
3.2	Provide High Quality CTE Courses	OUHSD is dedicated to equipping students with practical skills and valuable career pathways through our Career and Technical Education (CTE) programs, which are available at all schools within our district. Through hands-on learning experiences, industry-standard equipment, and partnerships with local businesses and organizations, students in our CTE programs gain real-world insights and practical skills that are directly applicable to their future careers. Whether it's through internships, job shadowing opportunities, or industry certifications, students have the chance to develop a competitive edge and stand out in today's dynamic job market. Moreover, our CTE pathways are designed to provide seamless transitions from high school to post-secondary education or the workforce. By aligning curriculum with industry standards and incorporating work-based learning experiences, students can make informed decisions about their future education and career pathways, ensuring they are well-prepared to pursue their goals upon graduation.	$1,606,031.00	No
3.3	College Connection Program	OUHSD, in collaboration with Butte College, will offer the College Connection Program tailored for seniors seeking to enrich their final year of high school by attending Butte College. Through this program, students have the opportunity to earn up to 11 credits per semester, accelerating their progress towards an AA/AS degree or transfer credits.	$195,276.00	Yes
3.4	Counseling Staff	The counseling team, alongside dedicated counseling office staff, will play a pivotal role in guiding students towards college and career readiness. They will provide personalized support in crafting comprehensive four-year plans tailored to each student's unique aspirations and academic	$1,475,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		trajectory. Additionally, they will offer targeted interventions as part of the school's CR-PBIS program, ensuring that students receive the necessary assistance to thrive academically, socially, and emotionally. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of $128,857 in LREBG funds is allocated to support this action.		
3.5	College/Career Guidance Technician	This role will serve as a vital resource within comprehensive high schools, focusing on bolstering college and career readiness for students and families. Responsibilities include guiding students and parents through the college application process, facilitating FAFSA applications, disseminating scholarship opportunities, and providing hands-on support to students throughout the application process. Additionally, this position will collaborate closely with the counseling department to ensure that students and families receive comprehensive and timely assistance, fostering a supportive environment conducive to academic and personal success.	$171,693.00	Yes
3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	OUHSD will allocate additional funds to support Career and Technical Education as well as Visual and Performing Arts sections, facilitating access to materials, field trips, and professional development opportunities.	$53,300.00	Yes
3.7	Parent and Family Engagement and Parent Square Utilization	OUHSD is committed to enhancing parent communication through various channels, including social media platforms, the district website, and informative bulletins and newsletters. OUHSD is dedicated to ensuring effective communication with parents by endeavoring to provide information in their native language whenever feasible. OUHSD will use Parent Square as a way to communicate with parents. ParentSquare is a comprehensive communication platform designed to facilitate effective communication between schools and parents. It provides a centralized hub for sharing important information, announcements, event details, and updates regarding students' academic progress and school activities. ParentSquare offers various communication channels, including emails,	$44,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
		text messages, voice calls, and instant messaging, allowing schools to reach parents through their preferred method of communication.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of each academic year from 2024/2025 through 2026/2027, Prospect High School and Community Day School will demonstrate an annual increases of 4.5% for all students, 4.5% for Socioeconomically Disadvantaged students, and 5.6% for White students in graduation rates. By the end of each school year from 2024-25 to 2026-27, Prospect High School and Community Day School will demonstrate a 9% annual increase in the percentage of students rating "Prepared" on the College and Career Indicator. This includes both Socioeconomically Disadvantaged Students and White Students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

At Prospect High School (PHS), only 1.1% of students received a "Prepared" rating on the California Dashboard's College and Career Indicator. This statistic is mirrored in the data for both Socioeconomically Disadvantaged (SED) students and White students, with only 1.1% and 2.2% respectively being rated as "Prepared". Additionally, PHS has a graduation rate of 63.5%, significantly below the district average. Notably, SED students had a graduation rate of 63.4% and White students had a graduation rate of 57.1%, marking one of the lowest rates in the district.

Similarly, Community Day School (CDS) exhibits comparable trends. However, due to privacy concerns stemming from a small sample size, CDS data will not be publicly displayed.

Both PHS and CDS serve our most vulnerable populations. These students often arrive credit deficient and require an alternative education setting for success. Despite these challenges, PHS and CDS maintain the lowest teacher/student ratios in the district, fostering an optimal learning environment for all students.

Given the concerning performance indicators regarding graduation rates and the College and Career Indicator, the Oroville Union High School District (OUHSD) is committed to enhancing services and bolstering support for student needs.

Throughout the educational partner engagement process involving staff, students, and parents, the identified needs were reaffirmed. Students and parents expressed a desire for increased access to post-secondary skills, aiming to bolster students' confidence in transitioning

to either higher education or the workforce. Moreover, all stakeholders conveyed concerns regarding the schools' graduation rates, emphasizing the importance of prioritizing efforts to enhance these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2022-23 DATA 63.5% - PHS DND - English Learner's DND - Foster Youth 66.7% - Homeless 64.3% - Socioeconomically Disadvantage 64.3% - SWD DND - African American 71.4% - American Indian/Alaskan Native DND - Asian DND - Filipino 73.9% - Hispanic 57.1% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	2023-24 DATA 67.3% - PHS DND - English Learner's DND - Foster Youth 52.4% - Homeless 66.7% - Socioeconomically Disadvantage 40% - SWD DND - African American DND - American Indian/Alaskan Native DND - Asian DND - Filipino 69.2% - Hispanic 54.5% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any	2024-25 DATA 71.4% - PHS DND - English Learner's DND - Foster Youth 68.2% - Homeless 71.1% - Socioeconomically Disadvantage 73.1% - SWD DND - African American DND - American Indian/Alaskan Native DND - Asian DND - Filipino 76.5% - Hispanic 65.9% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any	77.0% - PHS DND - English Learner's DND - Foster Youth 80.2% - Homeless 77.8% - Socioeconomically Disadvantage 77.8% - SWD DND - African American 84.9% - American Indian/Alaskan Native DND - Asian DND - Filipino 87.4% - Hispanic 73.9% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked	+7.9% - PHS +1.5% - Homeless +13.5% - Socioeconomically Disadvantage +8.8% - SWD DND - American Indian/Alaskan Native +2.6% - Hispanic +8.8% - White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	
4.2	College and Career Indicator	2022-23 DATA 1.1% - PHS DND - English Learner's DND - Foster Youth 3.4% - Homeless 1.1% - Socioeconomically Disadvantage 0.0% - SWD DND - African American 0.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 0.0% - Hispanic 2.2% - White DND - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation	2023-24 DATA 3.8% - PHS DND - English Learner's DND - Foster Youth 0.0% - Homeless 3.8% - Socioeconomically Disadvantage 0.0% - SWD DND - African American 0.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 0.0% - Hispanic 9.5% - White DND - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to	2024-25 DATA 1.4% - PHS DND - English Learner's DND - Foster Youth 2.5% - Homeless 1.5% - Socioeconomically Disadvantage 0.0% - SWD DND - African American 0.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 6.7% - Hispanic 0.0% - White DND - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to	28.1% - PHS DND - English Learner's DND - Foster Youth 30.4% - Homeless 28.1% - Socioeconomically Disadvantage 27.0% - SWD DND - African American 27.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 27.0% - Hispanic 29.2% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy	+0.3% - PHS -0.9% - Homeless +0.4% - Socioeconomically Disadvantage 0.0% - SWD 0.0% - American Indian/Alaskan Native +6.7% - Hispanic -2.2% - White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		out of respect for privacy concerns.	privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 – Prompt 1: Implementation Status of Actions

Goal Description:

By the end of each academic year from 2024/2025 through 2026/2027, Prospect High School and Community Day School will demonstrate an annual increase of 4.5% for all students, 4.5% for Socioeconomically Disadvantaged students, and 5.6% for White students in graduation rates.

By the end of each school year from 2024–25 to 2026–27, Prospect High School and Community Day School will demonstrate a 9% annual increase in the percentage of students rating "Prepared" on the College and Career Indicator. This includes both Socioeconomically Disadvantaged Students and White Students.

Action #	Action Title	Implementation Level	Rationale / Notes
4.1	**Extended Instructional Hours at PHS**	**5 – Full Implementation & Sustainability**	This action has been fully implemented at Prospect High School. The expansion of instructional hours is operating as described in the LCAP and has positively contributed to improved graduation outcomes and College and Career Indicator data. **Successes** include a direct correlation between additional instructional time and student academic progress. **Challenges** persist with high absenteeism and chronic absenteeism rates, which limit the overall impact of the extended time. Despite this, the structure and sustainability of the action remain strong.
4.2	**Academic-Focused Professional Learning Team**	**3 – Initial Implementation**	PLCs have been established at Prospect High School, with this year marking the first time a dedicated academic-focused team has been formed. The PLC selected **career readiness** as its focus and has been meeting consistently, supported by **professional development and coaching** throughout the year. **Successes** include regular collaboration and an emerging structure for data-driven discussions. **Challenges** include the alternative setting context, which requires adapting PLC norms and expectations. The team is still developing its identity and cohesion but has laid a solid foundation for continued growth.
4.3	**Work Experience Education**	**2 – Beginning Development**	The district and Prospect High School have completed the application process for Work Experience Education and updated relevant board policies in alignment with the LCAP. However, full implementation has not yet occurred due to delays in state-level approval. The California Department of Education granted authorization during the latter half of the 2024–25 school year, allowing the district to begin planning for a **soft rollout in fall 2025**. While foundational steps are complete, the program has not yet launched on campus, placing this action in the early stages of development.
4.4	**Expand CTE Offerings**	**3 – Initial Implementation**	Prospect High School has acquired all Paxton Patterson lab equipment, curriculum materials, and supporting instructional resources. While these components are now on site, **course modules and CTE pathways are still under development**, and implementation has not yet been fully realized. Professional development for the designated instructor is scheduled, and **technical assistance will be provided** to support program design. Full implementation is planned for the upcoming school year, placing this action in the early stages of execution.
4.5	**Expand College and Career Exploration**	**3 – Initial Implementation**	College and Career Readiness lab equipment and supporting materials have been purchased and are now on site at Prospect High School. Staff are currently engaged in developing associated course pathways, though full implementation has not yet occurred. A structured plan is in place to **launch programming in the upcoming**

Action #	Action Title	Implementation Level	Rationale / Notes
			school year, with both **professional development and technical assistance** scheduled to support staff. The foundational work has begun, placing this action in the initial implementation phase.
4.6	**Additional Teacher**	**1 – Exploration & Research**	This action has not yet been implemented. The district is still in the process of determining whether an additional staff member is necessary to meet the instructional and support needs of students at Prospect High School. **Data on student enrollment, course offerings, and support ratios** are still being analyzed. No hiring or reassignment has occurred at this time, placing this action in the exploratory phase.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences in expenditures for this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE

Several actions produced strong, measurable impacts on student achievement and engagement:

Action 4.1 (Extended Instructional Hours to 30/week at Prospect High School)
Expanded instructional time produced strong results in student outcomes:

- Graduation rate increased from 63.5% (Baseline) to 71.4% (Year 2), a +7.9 percentage point gain
- Subgroup improvements included:
- Socioeconomically Disadvantaged: 64.3% ? 71.1% (+6.8)
- Students with Disabilities: 64.3% ? 73.1% (+8.8)
- Hispanic students: 73.9% ? 76.5% (+2.6)
- White students: 57.1% ? 65.9% (+8.8)
- Homeless students: 66.7% ? 68.2% (+1.5)

This action was fully implemented and doubled instructional time, providing students with significantly increased access to credit recovery, core instruction, and academic support. The substantial increase in graduation rate, along with consistent subgroup gains, demonstrates that expanded instructional time was highly effective in improving student completion outcomes at Prospect High School.

ACTIONS THAT WERE MODERATELY EFFECTIVE

These actions showed mixed results or demonstrated uneven impact across outcomes. As such, we will continue to monitor for effectiveness:

Actions 4.3, 4.4, and 4.5 (Work Experience Education, Expand CTE Offerings, and Expand College and Career Exploration)
College and career readiness actions generated limited but emerging results:

- College and Career Indicator (CCI) increased from 1.1% (Baseline) to 1.4% (Year 2), a +0.3 percentage point gain

Subgroup performance was mixed:

- Hispanic students: 0.0% ? 6.7% (+6.7)
- Socioeconomically Disadvantaged: 1.1% ? 1.5% (+0.4)
- Homeless: 3.4% ? 2.5% (-0.9)
- White: 2.2% ? 0.0% (-2.2)
- Students with Disabilities: 0.0% ? 0.0% (no change)

While access to college and career experiences has increased, overall CCI performance remains low and inconsistent across student groups. These results reflect the early stage of implementation for Work Experience Education and continued barriers such as chronic absenteeism, student transiency, transportation challenges, and the prioritization of credit recovery over pathway completion.

Action 4.2 (Academic Focused Professional Learning Team)
The Professional Learning Community (PLC) structure supported increased focus on academics and collaboration:

- Overall graduation increased by +7.9 percentage points, but
- CCI growth remained limited at +0.3 percentage points

While the PLC has contributed to improved academic focus, the impact on measurable outcomes is still emerging. Movement from collaboration to instructional action has been inconsistent, and the alternative education setting continues to require adaptations to traditional PLC structures.

Action 4.6 (Additional Teacher)
The addition of a teacher increased course access and expanded elective offerings:
This likely contributed to improved graduation outcomes (+7.9) through increased access to coursework. However, CCI growth remained limited (+0.3). Credentialing constraints and the newness of the position limited the overall scope of impact. As a result, this action has contributed to improved access but has not yet produced strong measurable gains in college and career readiness outcomes.

SUMMARY OF KEY TAKEAWAYS

What Worked Best:
Expanded instructional time had the strongest impact on student achievement and engagement. The +7.9 percentage point increase in graduation rate (63.5% to 71.4%), along with gains across multiple student groups, demonstrates that increasing instructional access is a highly effective strategy for supporting credit recovery and student completion in an alternative education setting.

Where We Need More Focus:
College and career readiness remains the most persistent challenge:

- CCI increased only from 1.1% to 1.4% (+0.3), indicating minimal overall progress

Significant subgroup disparities exist:

- Students with Disabilities remain at 0.0%
- White students declined (-2.2)
- Homeless students declined (-0.9)
- Barriers such as chronic absenteeism, student transiency, transportation limitations, and competing credit recovery needs continue to limit student participation in pathways

Additional focus is needed to ensure students are not only graduating but also meaningfully prepared for college and career opportunities.

Overall Assessment:
The majority of Goal 4 actions are implemented and are producing measurable benefits, particularly in graduation outcomes. Where implementation is strong and consistent, such as expanded instructional time, data show clear positive impact. However, where implementation is still developing or constrained by contextual barriers, particularly in college and career readiness, effectiveness has been more limited. Overall, Goal 4 actions are partially effective, with strong gains in graduation rate but continued need for improvement in College and Career Indicator outcomes to ensure equitable access to postsecondary opportunities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2026–27 LCAP, there are no changes to the overall structure of Goal 4 actions/services. The actions remain aligned to supporting improved graduation rates and increasing College and Career Indicator (CCI) outcomes at Prospect High School as part of the Equity Multiplier focus.

However, based on the analysis of implementation and effectiveness, the district will refine and strengthen several actions to improve outcomes, particularly in the area of college and career readiness.

Refinements to Existing Actions/Services
In some cases, as described below, existing actions/services will be refined to improve effectiveness based on Year 2 outcome data:

Action 4.2 – Academic Focused Professional Learning Team:
This action will be refined to strengthen the connection between PLC collaboration and instructional practice. While structures for collaboration were established, movement from planning to action was limited. The district will focus on increasing accountability for implementation of instructional strategies and aligning PLC work more directly to student outcome data, particularly for Students with Disabilities and other underperforming groups.

Actions 4.3, 4.4, and 4.5 – Work Experience Education, Expand CTE Offerings, and Expand College and Career Exploration:

These actions will be refined to increase student participation and completion of college and career readiness pathways. Although CCI increased from 1.1% to 1.4% (+0.3), overall performance remains low and subgroup outcomes were uneven. The district will focus on reducing barriers such as transportation, improving alignment between programs, and increasing intentional student placement into pathways that lead to CCI “Prepared” status.

Action 4.6 – Additional Teacher:
This action will be refined to maximize impact within credentialing constraints. While the addition of a teacher expanded course offerings, the district will explore opportunities to better align course offerings with graduation requirements and college and career readiness pathways to increase overall effectiveness. Ongoing evaluation of the sustainability and impact of this position will continue.

Conclusion
These refinements reflect the district’s commitment to continuous improvement and the strategic use of data to guide decision-making. By strengthening implementation of existing actions and addressing identified barriers, the district aims to improve both graduation outcomes and college and career readiness for all students at Prospect High School, with a particular focus on equity for student groups who have not yet experienced comparable success.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Extended Instructional Hours to 30/week at Prospect High School.	Extending instructional hours at PHS from 15 hours per week to 30 hours per week offers students a significant increase in opportunities to earn credits and graduate punctually. Moreover, this adjustment provides students with expanded access to complete Career and Technical Education (CTE) electives and other valuable college and career preparation programs. TIMESPAN: Ongoing	$595,789.00	No
4.2	Academic Focused Professional Learning Team	OUHSD is committed to assisting Prospect High School (PHS) and Community Day School (CDS) in establishing an Academic-focused Professional Learning Team (PLT) initiative. This support entails offering coaching and targeted professional development opportunities to empower PHS/CDS educators in enhancing their instructional practices and fostering a culture of academic excellence. Through this initiative, PLT teams will convene on a weekly basis to analyze student academic data collected from the previous week. This data-driven approach enables educators to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		identify specific student needs and challenges, allowing for the development of tailored instructional strategies and interventions. By collaboratively discussing and evaluating student progress, PLT members will determine the most effective supports and initiatives to implement in the upcoming week, ensuring a proactive and responsive approach to addressing student needs. TIMESPAN: Ongoing		
4.3	Work Experience Education	OUHSD is dedicated to assisting Prospect High School in the successful implementation of the Work Experience Education (WEE) program, a valuable initiative designed to provide students with practical work experience while earning elective credits towards graduation. To ensure the effectiveness and sustainability of the program, the district will allocate resources to fund a .2 Full-Time Equivalent (FTE) Teacher on Special Assignment (TOSA) position. This TOSA will play a pivotal role in coordinating the WEE program and delivering the essential classroom instruction components. Additionally, as the program expands and evolves, the district remains open to the possibility of further support, potentially including additional clerical assistance to facilitate program management and growth. Through these efforts, OUHSD aims to create enriching opportunities for students to gain real-world experience and academic credit, thereby enhancing their readiness for post-secondary education and the workforce. TIMESPAN: Ongoing	$0.00	No
4.4	Expand CTE Offerings	OUHSD will aid Prospect High School in acquiring and integrating Construction Career Labs from Paxton Patterson, offering students immersive career exploration across multiple construction sectors like framing, concrete, HVAC, plumbing, drywall, blueprint reading, and occupational health and safety. Moreover, OUHSD will provide targeted professional development for CTE teachers to ensure the effective implementation of these labs. PHS will develop new elective courses that strategically combine these labs, broadening students' exposure to various career paths within the construction industry and provide new and additional elective options for students. OUHSD and PHS will also explore the possibility of creating a CTE pathway. TIMESPAN: Ongoing	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Expand College and Career Exploration	OUHSD will collaborate with Prospect High School and Community Day School to acquire and integrate College and Career Ready labs developed by Paxton Patterson. These labs offer dynamic career exploration opportunities, engaging students in authentic problem-based learning experiences to help them discover their interests and aptitudes. Emphasizing a STEM focus, the labs also integrate writing, math, and other essential skills to reinforce student learning in core subjects. Given the mobility of these labs, they can be shared between PHS and CDS, maximizing resource utilization. Furthermore, OUHSD will facilitate professional development sessions for teachers to ensure effective implementation of these labs, fostering enriched learning experiences for all students. TIMESPAN: Ongoing	$0.00	No
4.6	Additional Teacher	OUHSD is allocating funds to create an extra teaching position at Prospect High School, enriching students' academic journeys with expanded opportunities to earn both academic and elective credits. TIMESPAN: Ongoing	$141,061.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7413141	$803609

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.519%	0.000%	$0.00	28.519%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Facilities Inspection and Maintenance and Additional Custodial Staff **Need:** In response to feedback gathered from student, staff, and parent surveys, stakeholders have highlighted specific areas on school campuses that they believe require improvement in cleanliness and maintenance.	Hiring additional custodians directly addresses the identified need for improved cleanliness and maintenance in specific areas of school campuses. With more custodial staff members, we can allocate resources to focus on cleaning bathrooms, common areas, and other locations highlighted by stakeholders. This increased manpower enables us to enhance the frequency and thoroughness of cleaning routines, ensuring that these areas are consistently maintained to a	Feedback from student, staff, and parent surveys, CDE Facility Inspection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These areas primarily include bathrooms, common areas, and various other locations throughout the campus. Providing safe, clean, and well maintained campuses promotes school connectedness especially in student populations that have experienced trauma or are Homeless, in foster care, or are socioeconomically disadvantaged. **Scope:** LEA-wide	high standard of cleanliness. As a result, students, staff, and parents can experience cleaner and more hygienic environments conducive to learning and well-being.	
1.9	**Action:** 1:1 Device for Meaningful Engagement and Network Maintenance **Need:** Based on comprehensive staff feedback obtained through surveys and analysis of student access to pertinent and meaningful content aligned with standards-based curriculum, it has become apparent that while these efforts will benefit all students, specific groups such as English Learner (EL), Long-Term English Learner (LTEL), Foster Youth (FY), and Low-Income (LI) students require heightened access to online resources that establish connections to real-life contexts. These students particularly benefit from supplementary support through computer-assisted instruction and access to educational materials that cultivate a stronger sense of efficacy and motivation.	To address this imperative, we are fully dedicated to equipping these students with updated technology devices, providing them with access to a diverse range of online resources and interactive mediums that actively engage them in their learning journey. By ensuring the availability of these devices, every student within OUHSD, particularly those who are unduplicated, will benefit from enhanced access to curriculum and resources meticulously aligned with academic standards. Consequently, teachers will be empowered to deliver instruction that is not only more engaging but also more relevant to students' needs and interests. As a result of these concerted efforts, teachers anticipate witnessing notable academic progress across all student demographics, with a particularly pronounced impact on unduplicated student populations compared to their peers. This anticipated progress stands to foster heightened levels of success and advancement for all students within our district.	Surveys (Teachers & Students), CAASPP Performance Levels.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.10	**Action:** Professional Development for All Staff **Need:** Following comprehensive data analysis and feedback from stakeholders including staff, students, and parents, it's evident that OUHSD requires improvement across all academic domains. The district's performance falls below the state average in English, Math, Science, and English Learner progress toward English proficiency. This discrepancy is particularly pronounced among our unduplicated populations (EL, Foster Youth, SED) and across minority ethnic subgroups (Hispanic, African American, American Indian). Of notable concern is the academic performance of Students with Disabilities, who are achieving significantly below state averages. Consequently, there is a pressing need to prioritize support and intervention strategies tailored to this student demographic. The CAASPP ELA assessment revealed concerning scores, indicating a 'Red or Very Low' performance level among various student groups, both districtwide and at specific school sites. These groups include English Learners, Homeless students, Students with Disabilities, as well as Socioeconomically Disadvantaged students at Oroville High School and Hispanic students at both district and Oroville High	Recognizing the challenges outlined, OUHSD is dedicated to implementing precise initiatives designed to tackle academic disparities and promote equitable outcomes for all students. By fostering collaboration, implementing evidence-based interventions, and offering targeted professional development, we aim to elevate academic achievement levels and close the achievement gap. Our goal is to provide every student with the support and resources they need to fulfill their academic potential and succeed in their educational journey. This action is implemented on an LEA-wide basis as all student populations are currently performing below standard and require support. By focusing professional development efforts on all teachers, we can maximize our impact and ensure the highest return on our investment.	CAASPP Performance Level, PBIS Fidelity Implementation Tool Reports, EL Reclassification data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School levels. Similarly, in Math, the assessment identified persistent challenges with 'Red or Very Low' scores across the district and at specific sites. Specifically, Socioeconomically Disadvantaged students (both districtwide and at Oroville High School), Students with Disabilities (both districtwide and at LPHS), White students (Oroville High School), and Hispanic students (both districtwide and at Oroville High School) demonstrated areas of concern warranting targeted interventions and support. Graduation Rate data highlights the urgent need for tailored support for specific student populations within OUHSD, as indicated by their 'Red or Very Low' performance on the Dashboard Indicator. These groups include Students with Disabilities (both districtwide and at LPHS), White students (both districtwide and at PHS), and Socioeconomically Disadvantaged students at PHS. Addressing the unique challenges faced by these students is essential to ensure equitable opportunities for academic success and graduation. **Scope:**		
1.11	**Action:** Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support **Need:**	The NWEA MAP assessment offers comprehensive diagnostic insights into student performance across various subjects, enabling educators to pinpoint both strengths and areas for improvement. Beyond mere assessment, it tracks student growth towards standards mastery, providing a vital gauge of the efficacy of	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Currently, OUHSD lacks a comprehensive system for collecting benchmark and other data to inform Professional Learning Teams (PLTs). This data collection has been limited to formative and summative assessments. However, given the performance levels on CAASPP assessments and other Dashboard indicators, it is evident that OUHSD requires a more robust system for analyzing student needs. This enhancement will enable us to better tailor instructional practices to meet the diverse needs of our students effectively. The ability to identify student learning gaps, especially among low-income, foster youth, and English learner (EL) students, is crucial for addressing their unique educational needs. Research indicates that these groups are particularly vulnerable to learning gaps due to factors such as high mobility rates caused by housing instability and frequent moves. Low-income families often struggle to provide basic educational resources, such as books and access to technology. Additionally, both low-income students and foster youth are more likely to experience adverse childhood experiences that can impact brain development and emotional regulation, making it more difficult for them to learn. English learner students face additional challenges, such as language barriers and limited access to language support services, which can impede their academic progress. By implementing a comprehensive system for collecting learning data, OUHSD can effectively provide targeted academic	instructional interventions. Educators leverage this rich data to refine instructional planning, target specific skills or standards, and tailor learning experiences to meet the unique needs of every student. Moreover, the assessment plays a crucial role in ensuring equitable access to high-quality education by identifying and addressing learning gaps. Given the universal need for academic improvement across all student populations, the implementation of the NWEA MAP assessment is being extended district-wide. This inclusive approach aims to benefit all students, particularly those in underserved or vulnerable student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interventions and address critical learning gaps for low-income, foster youth, and English learner students. This system will enable the district to tailor educational strategies to meet the specific needs of EL students, including enhanced language instruction and support, ultimately leading to improved academic outcomes for all students. **Scope:** LEA-wide		
1.12	**Action:** Maintain and Expand Library Services **Need:** Student feedback underscores the critical need for extended access to the school library before and after school hours. They emphasize the importance of having a quiet, conducive environment for completing homework assignments, accessing technology and the internet, and utilizing the diverse resources available in the library. This need arises from various factors, including inadequate internet access at home and disruptive home environments that hinder effective studying. Additionally, students highlighted their limited ability to access the public library for borrowing books or other materials, underscoring the school library's significance as a primary source of educational resources. This is particularly important for students facing barriers to accessing external facilities and	Extended library services offer students invaluable opportunities to enrich their academic experience and foster a love for learning. By extending library hours, students gain access to a wealth of resources and materials to support their academic pursuits. They can explore supplementary materials for research projects, access textbooks, reference materials, and engage in independent study or leisure reading. Moreover, extended library hours provide students with a tranquil and supportive environment conducive to academic success. Students can utilize this time to complete homework assignments, study for exams, or collaborate on group projects in a distraction-free setting. Librarians are available to offer guidance and support as needed, further enhancing students' academic endeavors. Additionally, extended library services promote literacy development by encouraging students to explore a diverse range of literature for pleasure reading. Immersing themselves in reading enhances literacy skills and nurtures a lifelong passion for learning.	Student Feedback Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	basic educational resources. Research indicates that low-income, foster youth, and English learner (EL) students are particularly vulnerable to learning gaps due to factors such as high mobility rates caused by housing instability and frequent moves. Low-income families often struggle to provide basic educational resources, such as books and access to technology. Additionally, both low-income students and foster youth are more likely to experience adverse childhood experiences that can impact brain development and emotional regulation, making it more difficult for them to learn. EL students face additional challenges, such as language barriers and limited access to language support services, which can impede their academic progress. Expanding library access will provide students with greater opportunities to obtain essential learning resources and benefit from a supportive, conducive learning environment, helping to address these learning gaps and support academic success. **Scope:** Schoolwide	Furthermore, extended library services ensure equitable access to technology, providing students with essential tools for research, accessing online learning platforms, and utilizing educational resources beyond regular school hours. In essence, extended library services play a crucial role in supporting students' academic growth, fostering a love for reading, and ensuring access to resources and technology essential for their educational journey.	
1.16	**Action:** Standards Based Curriculum and Sufficient Instructional Materials **Need:** On average, student performance on the CAASPP assessments reveals that achievement in Math and English falls below	Standards-based curriculum plays a pivotal role in promoting student achievement by providing clear expectations and goals for learning. Here are several reasons why standards-based curriculum is important in supporting student achievement: 1 - Clarity and Focus: Standards outline specific learning objectives and skills that students are expected to master at each grade level. This	California Schools Dashboard Indicator Data, CAASPP Data, Feedback from student and staff surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the established standard, indicating areas where improvement is needed to meet proficiency benchmarks. Additionally, our district's graduation rates and College and Career Indicator scores lag behind those of the state averages, signaling challenges in adequately preparing students for post-secondary success. This trend is particularly pronounced among several student subgroup populations within our district, including English Learners, Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged students, and Homeless students. These groups face unique barriers to academic achievement, often stemming from factors such as language barriers, limited access to resources, and unstable living situations. As a result, they may require targeted support and interventions to address their specific needs and narrow the achievement gap. Efforts to improve outcomes for these student subgroups are essential for promoting equity and ensuring that all students have equal opportunities to succeed academically and beyond. **Scope:** LEA-wide	clarity helps educators and students understand what is expected and stay focused on essential content and skills. 2 - Consistency: Standards ensure consistency in education across schools, districts, and states. Regardless of where a student attends school, they have access to a consistent set of learning expectations, which helps maintain academic continuity and equity. 3 - Accountability: Standards provide a framework for assessing student progress and holding schools and educators accountable for student learning outcomes. By aligning instruction with established standards, educators can measure student achievement and identify areas for improvement. 4 - High Expectations: Standards-based curriculum sets high expectations for all students, regardless of background or circumstances. This helps promote equity by challenging all students to reach their full potential and providing the support needed to succeed. 5 - Vertical Alignment: Standards are often designed to build upon one another in a coherent progression from one grade level to the next. This vertical alignment ensures that students develop foundational knowledge and skills systematically, leading to deeper understanding and mastery over time. 6 - Differentiation: Standards-based curriculum allows for differentiation to meet the diverse needs of students. Educators can adapt instruction to address individual learning styles, interests, and abilities while still working towards the same overarching standards.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		7 - College and Career Readiness: Standards-based curriculum is often aligned with college and career readiness benchmarks, preparing students with the knowledge and skills needed for success beyond high school. By focusing on essential content and skills, standards-based education helps students develop the competencies necessary for post-secondary education and the workforce. In summary, standards-based curriculum provides a roadmap for student learning, ensures consistency and accountability, sets high expectations, promotes equity, supports vertical alignment, allows for differentiation, and prepares students for college and career success. These factors collectively contribute to improved student achievement and academic outcomes.	
1.17	**Action:** Credit Recovery and Summer School **Need:** The district's overall graduation rate stands at 83.1%, reflecting the culmination of students' educational journeys and their successful completion of high school. However, within this statistic lie disparities that warrant attention and targeted intervention. Notably, Foster Youth face considerable challenges, with a districtwide graduation rate of only 54.5%. Similarly, Students with Disabilities experience barriers to graduation, evidenced by a graduation rate of 65.3%. These disparities are indicative of the complex issues that these student subgroups encounter throughout their educational paths. Many factors contribute to	Providing credit recovery options can significantly contribute to an increased graduation rate in high school by addressing various barriers that may prevent students from graduating on time. Here's how: 1 - Second Chance for Success: Credit recovery options offer students a second chance to regain credits for courses they may have failed or fallen behind in. By providing opportunities to retake classes or complete missed assignments, students can rectify academic setbacks and stay on track for graduation. 2 - Flexible Learning Opportunities: Credit recovery programs often offer flexible learning formats, such as online courses, evening classes, or independent study options. This flexibility accommodates diverse student needs, allowing	Dashboard - Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these lower graduation rates, including but not limited to, academic challenges, socio-economic barriers, disruptions in schooling, and individualized learning needs. One significant contributing factor to the lower graduation rates is the loss of credit for various reasons. This loss of credit can stem from a multitude of issues, such as frequent school transfers, extended absences due to health or personal reasons, challenges in accessing academic support, and struggles in meeting graduation requirements. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process. **Scope:** LEA-wide	them to balance school with other responsibilities such as work or family obligations. 3 - Individualized Support: Credit recovery programs typically provide individualized support tailored to each student's specific learning needs. This personalized approach may include targeted instruction, additional tutoring, or accommodations to address learning challenges and ensure student success. 4 - Prevention of Dropout: Offering credit recovery options can help prevent students from dropping out of high school due to academic struggles or falling behind in credits. By providing a pathway for students to recover lost credits and stay engaged in their education, credit recovery programs can increase the likelihood of students persisting through graduation. 5 - Increased Motivation and Engagement: Knowing that they have an opportunity to recover credits and graduate on time can motivate students to stay engaged in their studies and strive for academic success. The availability of credit recovery options can instill hope and confidence in students, encouraging them to persevere despite challenges. 6 - Alignment with Graduation Goals: Credit recovery options align with the district's goal of increasing graduation rates by providing targeted support to students who may be at risk of not graduating. By addressing credit deficiencies early and providing timely interventions, credit recovery programs contribute to achieving higher graduation rates across the district. Overall, providing credit recovery options not only supports individual student success but also	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		contributes to the overall improvement of graduation rates in high school by addressing barriers to completion and ensuring that all students have the opportunity to earn their diploma.	
1.18	**Action:** Maintain Current Center For Independent Study Program **Need:** In recent years, the students and families residing within OUHSD boundaries have faced significant challenges stemming from natural disasters, including wildfires. Moreover, the Oroville community contends with pervasive issues such as poverty, violent crime, and substance abuse, all of which can profoundly impact student well-being and academic success. Nearly 5% of our student population experiences homelessness, while over 75% are classified as socioeconomically disadvantaged. Additionally, a considerable portion of our students are identified as Foster Youth. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process. Because of these realities, there is a clear need within OUHSD to address the challenges faced by students who struggle in traditional classroom settings. These challenges may stem from a variety of factors induced by the realties above, including anxiety, medical conditions, and social or emotional challenges.	Students may opt for independent study schools for a multitude of reasons: 1 - Flexibility: Independent study provides students with the flexibility to balance their education with other commitments such as work, athletics, or family responsibilities. 2 - Personalized Learning: These schools offer personalized learning plans tailored to individual student needs, allowing them to progress at their own pace and focus on areas of interest or academic challenge. 3 - Alternative Learning Environments: Some students thrive in non-traditional learning environments that offer diverse instructional methods, including online courses, project-based learning, and experiential learning opportunities. 4 - Academic Support: Independent study programs often provide additional academic support and one-on-one instruction for students who may struggle in traditional classroom settings. 5 - Special Circumstances: Students with medical conditions, social or emotional challenges, or other special circumstances may benefit from the flexibility and individualized support provided by independent study schools. 6 - Credit Recovery: Independent study schools offer credit recovery options for students who need to make up coursework or credits to stay on track for graduation.	Graduation Rate, Student surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, we have students who have fallen behind academically due to various circumstances. In many cases, family challenges create barriers to student learning in a traditional classroom environment. It is imperative that we provide support and alternative learning options to ensure that all students have the opportunity to succeed academically and overcome these obstacles. **Scope:** LEA-wide	7 - Career or College Preparation: Some students choose independent study to pursue career or college preparatory pathways, such as vocational training, early college courses, or internships, that align with their future goals. In summary, independent study schools cater to diverse student needs and interests, offering a flexible and personalized learning environment that fosters academic success and supports students in achieving their individual goals.	
1.19	**Action:** Independent Study PE **Need:** Due to the structure of the six-period day and the state mandate for two years of PE credit as a graduation requirement, EL students often find their schedules constrained, particularly when it comes to fitting in additional elective or Career Technical Education (CTE) courses. This challenge is particularly pronounced for Freshmen and Sophomores, who have fewer opportunities to customize their schedules due to core curriculum requirements and limited elective options. This action will be implemented districtwide but is rooted in the specific need of EL students. **Scope:**	This initiative creates opportunities for students to expand their course selections, thereby facilitating progress towards meeting graduation requirements and advancing towards fulfilling A-G requirements. For this reason this will be offered LEA wide.	A-G completion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.20	**Action:** Increase staffing to offer students direct support **Need:** Our Students with Disabilities are lagging behind their peers in ELA and Math achievement, as evidenced by their "Red or Very Low" ratings on the Dashboard in both subjects, as well as in graduation rates. Low income students, Foster Youth, and EL students are also struggling in similar areas. To address these gaps, the district is implementing co-teaching models in core classes. Co-taught classes offer significant benefits to low-income, foster youth, English learner (EL) students, and students with disabilities by addressing their unique educational challenges. Research indicates that these students often face barriers such as inadequate access to educational resources, high mobility rates, and emotional and behavioral challenges stemming from adverse childhood experiences. Students with disabilities additionally require specialized instructional strategies and support services to succeed academically. English learner (EL) students have distinct learning needs that require targeted instructional strategies to ensure their academic success. These students often face language barriers that impede their ability to fully understand and engage with the curriculum. Consequently,	Having co-teachers in core classes offers numerous benefits to all students, particularly those with special education (SPED) needs, low-income students, foster youth, and English learner (EL) students: 1 - Increased Individualized Support: Co-teachers can provide individualized support to students with SPED needs, low-income students, foster youth, and EL students within the general education classroom. This ensures that the unique learning needs of each student are addressed alongside their peers, providing additional support tailored to their specific challenges. 2 - Differentiated Instruction: Co-teachers collaborate to design and deliver instruction that is differentiated to meet the diverse needs of all students. This includes varying instructional strategies, accommodations, and modifications to support SPED students, low-income students, foster youth, and EL students, ensuring that each student receives appropriate support for their learning needs. 3 - Access to Content: Co-teachers help improve access to grade-level content and curriculum for all students, including those with SPED needs, low-income backgrounds, foster youth status, and EL status. They adapt instruction and provide additional support to help these students comprehend and engage with the material effectively. 4 - Social and Emotional Support: Co-teachers facilitate peer interactions and provide social and emotional support within the general education	Graduation Rate (Student with Disabilities and Overall), Suspension Rate (Student with Disabilities and Overall), CAASPP Data for ELA and Math for Students with Disabilities and overall

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	they need explicit language instruction integrated with content learning to build their proficiency in English while simultaneously acquiring subject knowledge. Additionally, CR-PBIS strategies and restorative practices are being employed to reduce suspensions. However, for these initiatives to be fully effective, the addition of another Assistant Principal at both OHS and LPHS is necessary to ensure their successful implementation and fidelity. **Scope:** LEA-wide	setting. This promotes inclusion and fosters a sense of belonging for SPED students, low-income students, foster youth, and EL students, addressing their unique social and emotional needs. 5 - Improved Behavior Management: Co-teachers assist with behavior management strategies, helping to create a positive and inclusive classroom environment where all students, including those with SPED needs, low-income backgrounds, foster youth status, and EL status, can thrive academically and socially. 6 - Enhanced Collaboration: Co-teachers collaborate closely with special education case managers, support staff, and other educators to monitor students' progress, identify areas of need, and implement individualized interventions as necessary. This collaborative approach ensures that the specific needs of SPED students, low-income students, foster youth, and EL students are addressed effectively. Having additional assistant principals is instrumental in effectively implementing CR-PBIS (Culturally Responsive - Positive Behavioral Interventions and Supports) and restorative practices in schools for several reasons: 1 - Leadership and Oversight: Additional assistant principals provide crucial leadership and oversight for the implementation of CR-PBIS and restorative practices. They can oversee the planning, implementation, and evaluation of these initiatives, ensuring they are aligned with the school's goals and priorities.	

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		2 - Capacity Building: Assistant principals can build capacity among staff members by providing training, resources, and ongoing support for implementing CR-PBIS and restorative practices effectively. This includes facilitating professional development workshops, coaching sessions, and collaborative planning meetings. 3 - Data Analysis and Monitoring: Assistant principals play a key role in collecting, analyzing, and monitoring data related to behavior incidents, discipline referrals, and the effectiveness of CR-PBIS and restorative practices. They can use this data to make informed decisions, identify trends, and adjust strategies as needed to improve outcomes. 4 - Support for Staff: Assistant principals can provide support and guidance to teachers and staff members as they implement CR-PBIS and restorative practices in their classrooms and across the school. This may involve modeling effective practices, providing feedback, and troubleshooting challenges as they arise. 5 - Community and Stakeholder Engagement: Assistant principals can engage with parents, students, and community stakeholders to build understanding and support for CR-PBIS and restorative practices. They can communicate the benefits of these approaches, address concerns, and solicit feedback to ensure they are responsive to the needs of all stakeholders. 6 - Coordination and Collaboration: Assistant principals can facilitate collaboration and coordination among various stakeholders involved in implementing CR-PBIS and restorative practices, including teachers, support staff,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		administrators, and community partners. This collaborative approach helps ensure a cohesive and integrated approach to promoting positive behavior and resolving conflicts.	
1.21	**Action:** Maintain the Operation of Community Day School (CDS) **Need:** OUHSD has students that face behavioral challenges that impede their learning and disrupt the educational environment in traditional schools. This is predominately seen in our students that are Socioeconomically Disadvantaged, Homeless, or in Foster Care. California education law mandates that expelled students must receive educational services. We also have students who need a bridge to reintegrate back to home schools after spending time incarcerated. **Scope:** LEA-wide	A Community Day School (CDS) is needed in California to address the diverse needs of students who require alternative educational placements due to various factors. Here are several reasons why CDS is essential: 1 - Behavioral Challenges: Some students face behavioral challenges that impede their learning and disrupt the educational environment in traditional schools. CDS provides a structured and supportive environment where these students can receive specialized interventions and behavioral supports tailored to their needs. 2 - Expulsion: Students who are expelled from their home schools still have a right to education. CDS offers a placement option for these students to continue their education while addressing the issues that led to their disciplinary actions. 3 - Individualized Support: CDS can provide individualized support and interventions to address the academic, social, emotional, and behavioral needs of students. This may include smaller class sizes, targeted interventions, counseling services, and opportunities for academic acceleration or credit recovery. 4 - Safe and Supportive Environment: For some students, traditional school settings may not be conducive to their well-being or academic success. CDS offers a safe and supportive environment where students can receive the necessary supports to thrive academically and emotionally.	Expulsion Rate

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		5 - Reintegration: CDS serves as a bridge for students to reintegrate back into their home schools or transition to other educational settings. Through targeted interventions and support services, students can develop the skills and strategies needed to successfully transition back to a mainstream educational environment. 6 - Legal Compliance: California education law mandates that expelled or suspended students must receive educational services. CDS ensures compliance with these legal requirements by offering an educational placement option for students facing disciplinary actions.	
2.5	**Action:** Social Emotional Learning **Need:** In recent years, the students and families residing within OUHSD boundaries have faced significant challenges stemming from natural disasters, including wildfires. Moreover, the Oroville community contends with pervasive issues such as poverty, violent crime, and substance abuse, all of which can profoundly impact student well-being and academic success. Nearly 5% of our student population experiences homelessness, while over 75% are classified as socioeconomically disadvantaged. Additionally, a considerable portion of our students are identified as Foster Youth. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process.	Character Strong provides comprehensive social-emotional learning (SEL) curriculum and resources designed to address the diverse needs of students facing significant challenges such as those described within OUHSD boundaries. By integrating Character Strong into the educational framework, students are equipped with essential skills and competencies to navigate and overcome the obstacles they encounter due to natural disasters, poverty, violence, substance abuse, and homelessness. Through Character Strong's SEL curriculum, students learn vital social and emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills empower students to cope with trauma, manage stress, develop resilience, and cultivate positive relationships with peers and adults. Additionally, Character Strong emphasizes empathy, compassion, and inclusivity, fostering a supportive and inclusive school culture where all students feel valued and supported. Furthermore, Character	Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

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	Scope: LEA-wide	Strong's focus on character development and ethical decision-making aligns with the broader goal of promoting positive behavior and academic success. By integrating SEL into the educational experience, Character Strong helps students build a strong foundation for lifelong success, despite the formidable challenges they may face in their communities. Overall, Character Strong serves as a vital tool in addressing the social-emotional needs of students within OUHSD boundaries, ultimately supporting their holistic well-being and academic achievement.	
2.7	**Action:** Provide Facilities to the Boys and Girls Club of the North Valley **Need:** Based on comprehensive analysis of student achievement data, it is evident that the academic performance of all students, on average, falls below the state standards in both English Language Arts (ELA) and Mathematics assessments. This is particularly evident for our students who are Socioeconomically Disadvantaged. Furthermore, the district faces a significant challenge with chronic absenteeism, with the rate surpassing 25%. This persistent issue not only impacts academic progress but also indicates broader challenges related to student engagement and attendance. Moreover, the aftermath of the COVID-19 pandemic has exacerbated existing concerns, particularly in the realm of social-emotional well-being. Many students are grappling with heightened levels	The Boys and Girls Club plays a crucial role in addressing the multifaceted needs outlined in the student achievement data and the challenges exacerbated by the COVID-19 pandemic. 1 - Academic Support: The club provides tutoring services and academic enrichment programs to help students improve their performance in English Language Arts and Mathematics. Through personalized assistance and targeted interventions, students receive the support they need to catch up on missed coursework and strengthen their academic skills. 2 - Attendance and Engagement: By offering a range of engaging activities and programs, the Boys and Girls Club helps promote student attendance and participation. Through sports, arts and crafts, leadership development, and other enrichment activities, students find opportunities for social interaction and meaningful engagement, reducing chronic absenteeism and fostering a sense of belonging within the school community. 3 - Social-Emotional Well-being: Recognizing the increased prevalence of anxiety, depression, and	Fundamentals SEL Screener, Boys and Girls Club membership and access data, Chronic Absenteeism Rate, Attendance Rate, Suspension rate, student surveys

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	of anxiety, depression, and even suicidal ideations, reflecting the profound impact of prolonged disruptions to their education and social interactions. The transition back to in-person learning has posed additional challenges, as students navigate the complexities of re-engaging with peers and adapting to new learning environments. **Scope:** LEA-wide	suicidal ideations among students, the Boys and Girls Club provides a supportive and inclusive environment where students can express themselves, build positive relationships, and access mental health resources. Trained staff members offer mentorship, guidance, and emotional support, helping students navigate the challenges of returning to in-person learning and managing their mental health concerns. In essence, the Boys and Girls Club serves as a vital partner in the district's efforts to address academic achievement gaps, chronic absenteeism, and social-emotional well-being among students. By providing holistic support and opportunities for growth, the club empowers students to overcome challenges, thrive academically, and succeed in all aspects of their lives.	
2.8	**Action:** Social, Emotional, and Health Supports **Need:** At OUHSD, we recognize the diverse spectrum of needs among our student body, spanning social-emotional concerns, medical requirements, individualized health plans, and challenges associated with learning disabilities. Within our district, nearly 17% of students are classified as Students with Disabilities, over 4% are identified as homeless, and close to 1% are Foster Youth. When compounded with the broader socioeconomic landscape, where more than 75% of our students experience economic disadvantage, it becomes evident that our	Having social workers, a school nurse, school psychologists, and speech therapists on staff at OUHSD is instrumental in addressing the diverse spectrum of needs among our student body: 1 - Social Workers: Social workers play a crucial role in addressing social-emotional concerns by providing individual and group counseling, crisis intervention, and support for students dealing with various challenges such as trauma, family issues, or mental health disorders. They can also collaborate with families and community resources to ensure students have access to necessary support systems outside of school. 2 - School Nurse: The school nurse is essential for addressing medical requirements and individualized health plans. They can administer medications, provide first aid, and manage chronic	Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

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	student community faces a multitude of barriers that can significantly impact their educational journey. These barriers, whether rooted in personal circumstances or community-wide challenges, underscore the importance of our commitment to providing comprehensive support services tailored to the diverse needs of every student, ensuring equitable access to educational opportunities and fostering an environment conducive to holistic growth and academic success. **Scope:** LEA-wide	health conditions for students. Additionally, they contribute to health education initiatives within the school community and can identify health-related barriers to learning, advocating for necessary accommodations or interventions. 3 - School Psychologists: School psychologists specialize in addressing challenges associated with learning disabilities and other academic or behavioral concerns. They conduct assessments to identify students' strengths and needs, develop individualized education plans (IEPs) or 504 plans, and provide interventions and support to help students succeed academically and socially. 4 - Speech Therapists: Speech therapists address communication disorders and related challenges that may impact students' academic performance and social interactions. They provide assessment, therapy, and interventions for speech, language, and swallowing disorders, helping students develop effective communication skills essential for academic success and social integration. By leveraging the expertise of these professionals, OUHSD can effectively support students with disabilities, those experiencing homelessness or foster care, and those facing socioeconomic disadvantages. Through a holistic approach to student support, including early intervention, personalized interventions, and collaboration with families and community resources, we can mitigate the barriers students face and create an inclusive educational environment conducive to their holistic growth and academic success districtwide.	
2.9	**Action:** Targeted Case Manager/Family Liaison	A targeted case manager (TCM) can address the diverse needs of students in several ways:	Fundamentals SEL Screener data, Attendance

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	Need: At OUHSD, we recognize the diverse spectrum of needs among our student body, spanning social-emotional concerns, medical requirements, and challenges associated with learning disabilities. Within our district, nearly 17% of students are classified as Students with Disabilities, over 4% are identified as homeless, and close to 1% are Foster Youth. When compounded with the broader socioeconomic landscape, where more than 75% of our students experience economic disadvantage, it becomes evident that our student community faces a multitude of barriers that can significantly impact their educational journey. These barriers, whether rooted in personal circumstances or community-wide challenges, underscore the importance of our commitment to providing comprehensive support services tailored to the diverse needs of every student, ensuring equitable access to educational opportunities and fostering an environment conducive to holistic growth and academic success. **Scope:** LEA-wide	1 - Instructional Support: TCMs can collaborate with teachers to identify instructional needs of students and develop tailored intervention plans to address academic challenges. They may provide resources, strategies, and support to both students and teachers to enhance learning outcomes. 2 - Mental Health Support: TCMs are trained to recognize signs of mental health issues and can provide early intervention and referrals to appropriate resources such as school counselors, psychologists, or external mental health services. They can also facilitate access to therapy or support groups for students experiencing emotional difficulties. 3 - Parental and Community Involvement: TCMs play a key role in engaging parents and community members in the educational process. They can organize workshops, events, or outreach programs to foster partnerships between schools, families, and community organizations, promoting a supportive network around students. 4 - Regular Check-ins and Monitoring: TCMs maintain regular contact with students on their caseload to monitor progress, provide encouragement, and offer assistance as needed. These check-ins allow TCMs to identify emerging issues early and implement timely interventions to address them effectively. 5 - Priority Support for Vulnerable Students: TCMs prioritize students facing significant challenges such as homelessness, foster care, chronic absenteeism, or academic underperformance. They provide targeted support and advocacy to ensure these students receive the resources and	Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

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		assistance necessary to overcome barriers to their success. 6 - Social and Emotional Support: TCMs offer social and emotional support to students by providing a listening ear, offering guidance, and connecting them with appropriate resources or services. They may also organize peer support groups or wellness activities to promote mental well-being among students. 7 - Operating Student Wellness Centers: TCMs oversee student wellness centers, providing a safe and supportive environment for students to access during times of crisis or when they need a break. These centers offer resources, counseling services, and opportunities for relaxation or self-care. By fulfilling these roles, TCMs contribute to the creation of a supportive educational environment where all students can thrive academically, emotionally, and socially. Their efforts reinforce the commitment of OUHSD to the well-being and success of every student districtwide.	
2.10	**Action:** Extracurricular and Co-Curricular Opportunities and Athletic Trainers **Need:** While data from the Fundamentals SEL Screener indicates a positive sentiment among 67.4% of surveyed students regarding their satisfaction with their experience at OUHSD schools in terms of well-being, safety, and overall comfort, there are still significant challenges we must address as a district. Despite this positive sentiment, our Chronic	Providing extracurricular, co-curricular, and other activities can significantly contribute to addressing the challenges outlined in the data from the Fundamentals SEL Screener: 1 - Reducing Chronic Absenteeism: Engaging students in extracurricular and co-curricular activities provides them with compelling reasons to attend school regularly. By offering activities that cater to diverse interests, talents, and backgrounds, schools can create a more inclusive and engaging environment that motivates students to attend regularly. Participation in these activities fosters a sense of belonging and connection to the	Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Absenteeism rate remains over 25%, and our suspension rate is slightly above 6%. These statistics impact student demographics disparately. When examining Chronic Absenteeism, it's concerning to note that Students with Disabilities and those from Socioeconomically Disadvantaged backgrounds both exhibit a Chronic Absenteeism rate of 48.6%, with Foster Youth not far behind at 45.7%. These figures underscore a concerning lack of engagement, which may stem from various factors but potentially points to a disconnect between these student populations and the broader school environment. Furthermore, our analysis of suspension rates reveals another troubling trend. Homeless students, in particular, face one of the highest suspension rates district-wide, especially evident at OHS, where the rate exceeds 13%. These disparities in suspension rates highlight the need for targeted interventions and support systems to address the unique challenges faced by this vulnerable student population. When student athletes sustain injuries, the ramifications extend beyond the physical pain and recovery process; they can also disrupt the academic momentum that students have worked diligently to maintain. Injuries often necessitate time away from both athletic activities and academic responsibilities, resulting in missed practices, competitions, and valuable classroom instruction. This interruption can derail the carefully balanced	school community, ultimately reducing chronic absenteeism rates. 2 - Improving School Climate and Student Engagement: Extracurricular and co-curricular activities contribute to a positive school climate by promoting a sense of belonging, camaraderie, and mutual respect among students. When students feel connected to their school through participation in clubs, sports teams, arts programs, and other activities, they are more likely to be actively engaged in their education and invested in their academic success. This increased engagement can help mitigate the factors contributing to chronic absenteeism and improve overall student well-being. 3 - Addressing Disparities in Suspension Rates: Providing a diverse range of extracurricular and co-curricular activities can offer alternative outlets for expression, skill development, and social interaction, particularly for vulnerable student populations such as homeless students. By participating in structured activities that align with their interests and strengths, students are less likely to engage in behaviors that may lead to disciplinary issues and suspensions. Additionally, extracurricular programs often foster mentorship relationships between students and caring adults, providing additional support and guidance for students who may be facing challenges outside of school. In summary, extracurricular, co-curricular, and other activities play a vital role in addressing the challenges of chronic absenteeism and suspension rates by promoting student engagement, fostering a positive school climate,	

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	routines and commitments that student athletes juggle daily, impacting their academic progress and overall well-being. Moreover, the mental and emotional toll of an injury can further compound these challenges. Student athletes may experience frustration, disappointment, and even anxiety about falling behind in their coursework or letting down their teammates and coaches. The uncertainty surrounding the duration of recovery and the potential long-term effects of the injury can also weigh heavily on their minds, affecting their focus and motivation in the classroom. In addition to the immediate academic setbacks caused by injuries, there may also be long-term implications. For student athletes aspiring to pursue collegiate sports opportunities, injuries can impact their athletic performance, diminishing their prospects for scholarships or recruitment. This, in turn, may influence their academic and career trajectory, as athletic achievements often play a significant role in college admissions and future opportunities. **Scope:** LEA-wide	and providing support for vulnerable student populations. By investing in a robust array of activities that cater to the diverse needs and interests of students, schools can create a more inclusive and supportive environment that enhances student well-being and academic success. Athletic trainers play a crucial role in mitigating the academic and emotional impact of injuries on student athletes: 1 - Immediate Injury Assessment and Treatment: Athletic trainers are trained to promptly assess and provide initial treatment for injuries sustained during athletic activities. By addressing injuries promptly and effectively, athletic trainers minimize the severity and duration of downtime for student athletes, allowing them to return to both athletic and academic pursuits more quickly. 2 - Rehabilitation and Recovery Programs: Athletic trainers develop customized rehabilitation plans tailored to each student athlete's injury, ensuring a safe and effective return to activity. These programs not only focus on physical recovery but also include strategies to support academic engagement during the rehabilitation process. By facilitating a structured approach to recovery, athletic trainers help student athletes navigate the challenges of balancing academic responsibilities with rehabilitation efforts. 3 - Emotional Support and Counseling: Athletic trainers provide invaluable emotional support to student athletes as they navigate the challenges of injury recovery. They offer a compassionate ear, helping athletes cope with feelings of frustration,	

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		disappointment, and anxiety about academic setbacks and future athletic prospects. By fostering a supportive and empathetic environment, athletic trainers help student athletes maintain their mental well-being and motivation to succeed academically. 4 - Injury Prevention Education: Athletic trainers play a proactive role in educating student athletes about injury prevention strategies, including proper warm-up techniques, conditioning exercises, and risk mitigation practices. By empowering athletes with knowledge and skills to reduce the likelihood of injuries, athletic trainers help safeguard their academic and athletic pursuits in the long term. 5 - Collaboration with Academic Support Services: Athletic trainers collaborate closely with academic support services, coaches, and school administrators to coordinate accommodations for injured student athletes. This may include arranging modified academic schedules, facilitating access to tutoring or study resources, and advocating for academic accommodations as needed. By ensuring continuity in academic support, athletic trainers help student athletes maintain their academic momentum despite injury setbacks. Overall, the presence of athletic trainers provides a comprehensive support system for student athletes, addressing both the physical and academic challenges associated with injuries. By promoting timely and effective injury management, facilitating emotional support, and fostering injury prevention efforts, athletic trainers play a vital role in safeguarding the academic progress and overall well-being of student athletes.	

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2.11	**Action:** Home to School Transportation **Need:** As per insights gathered from an LCAP student survey, it's been revealed that transportation challenges emerge as a primary factor contributing to tardiness and absenteeism, cited by more than 37% of respondents. Students who are low-income, foster youth, or English learners (EL) often face significant barriers to transportation that impact their ability to attend school regularly and participate fully in educational activities. Financial constraints are a major issue, as low-income families may lack reliable vehicles and struggle with the costs of public transportation. Housing instability further complicates transportation, with frequent moves or homelessness making it difficult for students to access consistent and reliable means of getting to school. Public transportation itself may present limitations, such as routes and schedules that do not align with school hours or safety concerns, which can be particularly problematic for younger or more vulnerable students. Additionally, systemic barriers include inadequate school bus services and poor coordination between transportation services and schools, leading to inefficiencies. EL students and their families may face language barriers that hinder their ability to access and understand transportation information. Safety and accessibility concerns also play a role, with students potentially	Providing transportation support directly addresses the challenges identified in the LCAP student survey in the following ways: 1 - Reducing Tardiness: Transportation support ensures that students arrive at school on time, reducing instances of tardiness. By offering reliable transportation services, students can adhere to their school schedules without worrying about delays or missed opportunities for learning. 2 - Improving Attendance: Access to transportation eliminates barriers that may prevent students from attending school regularly. By providing a means for students to travel to and from school safely and efficiently, transportation support encourages consistent attendance, ultimately reducing absenteeism rates.	Chronic Absenteeism Rate, Attendance Rate, Student Survey

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	traveling through unsafe areas or facing transportation options that do not meet their specific needs. Addressing these barriers requires a comprehensive approach, including improving access to reliable and affordable transportation, enhancing coordination between schools and transportation providers, and ensuring that information is accessible to all families, thereby providing equal opportunities for all students to attend school and succeed academically. **Scope:**		
2.12	**Action:** PBIS TOSAs and Student Incentives **Need:** While data from the Fundamentals SEL Screener indicates a positive sentiment among 67.4% of surveyed students regarding their satisfaction with their experience at OUHSD schools in terms of well-being, safety, and overall comfort, there are still significant challenges we must address as a district. Despite this positive sentiment, our Chronic Absenteeism rate remains over 25%, and our suspension rate is slightly above 6%. These statistics impact student demographics disparately. When examining Chronic Absenteeism, it's concerning to note that Students with Disabilities and those from Socioeconomically Disadvantaged backgrounds both exhibit a Chronic Absenteeism rate of 48.6%, with	Effective coordination is essential to ensure that every student receives the necessary assistance and support. To facilitate this, the Teachers on Special Assignments (TOSAs) will be allocated additional non-teaching periods. This extra time will enable them to gather and analyze data, coordinate targeted interventions, and conduct essential monitoring and follow-up activities. Moreover, they will serve as invaluable liaisons between students and teachers, fostering stronger communication and support networks. This allocation of resources is provided on an LEA (Local Education Agency) basis, reflecting the recognition of student needs across all our sites, as demonstrated by the data presented above. Providing student incentives can address the following needs identified in the district: 1 - Reducing Chronic Absenteeism: Incentives can be used to motivate students to attend school regularly by rewarding good attendance. By	Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

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	Foster Youth not far behind at 45.7%. These figures underscore a concerning lack of engagement, which may stem from various factors but potentially points to a disconnect between these student populations and the broader school environment. Furthermore, our analysis of suspension rates reveals another troubling trend. Homeless students, in particular, face one of the highest suspension rates district-wide, especially evident at OHS, where the rate exceeds 13%. These disparities in suspension rates highlight the need for targeted interventions and support systems to address the unique challenges faced by this vulnerable student population. **Scope:** LEA-wide	offering rewards such as gift cards, certificates, or special privileges for consistent attendance, students are incentivized to prioritize their education and minimize absences. This targeted approach can help decrease chronic absenteeism rates, particularly among student demographics such as Students with Disabilities, Socioeconomically Disadvantaged backgrounds, and Foster Youth, who may face additional barriers to attendance. 2 - Improving Student Engagement: Incentives for positive behavior can enhance student engagement by reinforcing desired behaviors such as participation, cooperation, and respect. By recognizing and rewarding students who demonstrate positive behavior, schools can create a more supportive and inclusive learning environment where all students feel valued and motivated to actively participate in their education. This can help address the underlying lack of engagement highlighted in the data, fostering a stronger connection between students and the school community. 3 - Addressing Disparities in Suspension Rates: Incentives can be used as part of a proactive approach to behavior management, helping to prevent disciplinary issues that may lead to suspensions. By promoting positive behavior and providing incentives for adherence to school rules and expectations, schools can reduce the likelihood of disciplinary infractions, particularly among vulnerable student populations such as Homeless students. This can contribute to a more equitable disciplinary system that supports the	

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		needs of all students and reduces disparities in suspension rates. Overall, providing student incentives aligns with a comprehensive approach to addressing the challenges identified in the district, promoting attendance, behavior, and engagement while fostering a positive and inclusive school culture that supports the success of all students.	
3.3	**Action:** College Connection Program **Need:** According to the Dashboard, OUHSD has been rated 'Low' on the College and Career Indicator, which signifies student readiness for post-secondary transitions. This is especially evident for our Low-Income students, EL students who are also rated as "Low". Foster youth are not represented on the Dashboard due to the small sample size of students. However, internal data suggests that there is a significant need in regards to providing support and opportunities to improve college and career readiness. Furthermore, insights gleaned from student, parent, and staff feedback via an LCAP survey revealed a unanimous desire for enhanced exposure to post-secondary skills and opportunities. This encompasses broader access to Career Technical Education (CTE) courses, as well as dual and concurrent enrollment opportunities at colleges. Additionally, the College Connection Program provides college access to students at no cost to them. Low-income students, English learners (EL) students, and	The College Connections program serves as a gateway for students to accelerate their progress towards their post-secondary goals by offering them the remarkable opportunity to earn up to 11 college credits per semester at Butte College. Through this innovative initiative, students are granted a significant head start in their educational journey, enabling them to seamlessly transition into higher education with a robust foundation of academic achievement. By enrolling in college-level courses at Butte College while still in high school, students not only gain valuable academic credits but also cultivate essential skills, experiences, and insights that will serve them well in their future endeavors. This immersive learning experience provides students with a taste of college life, allowing them to engage with rigorous coursework, interact with college faculty and peers, and navigate the expectations and challenges of higher education. Moreover, earning college credits through the College Connections program offers students a competitive edge in the increasingly competitive landscape of college admissions and scholarship opportunities. These credits can be applied towards fulfilling general education requirements, expediting degree completion, and even transferring to four-year	Student Surveys, Graduation rate

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	foster youth face several significant barriers to college and career readiness. Financial constraints often impede their ability to cover application fees, standardized test costs, and test preparation resources. Additionally, these students may struggle with navigating the complex college application process due to limited access to information, language barriers, or insufficient guidance. Academic preparation gaps can arise from under-resourced schools or frequent school changes, which can hinder their readiness for higher education. EL students face extra challenges in developing academic language skills and understanding college-level content. Moreover, the lack of effective guidance and mentorship exacerbates these issues, leaving students without the support needed to make informed decisions about their futures. Emotional and social support is particularly crucial for foster youth, who may need additional encouragement and stability. Finally, navigating institutional barriers, such as understanding application procedures and securing financial aid, can be daunting without adequate assistance. Addressing these barriers through comprehensive support programs can help level the playing field and enhance college and career readiness for these vulnerable student populations. **Scope:** LEA-wide	institutions, providing students with greater flexibility and opportunities for academic and career advancement.	

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3.4	**Action:** Counseling Staff **Need:** OUHSD faces a multifaceted educational landscape: while our district boasts a commendable 83.1% graduation rate, the 2.4% districtwide dropout rate calls for continued attention and support. Additionally, the fact that only 14.4% of students are meeting A-G requirements underscores the need for targeted interventions to bolster college readiness. Similarly, with just 17% of students completing Career Technical Education (CTE) pathways, there's an opportunity to expand access to diverse educational opportunities. Furthermore, the data from the Early Assessment Program (EAP) paints a sobering picture, revealing that only 48.4% of students are designated as prepared in English and a mere 16.9% are prepared in Math. These figures highlight the imperative for comprehensive strategies aimed at enhancing academic preparedness and closing achievement gaps across subject areas. This is especially evident in our students who are Homeless, in foster care, and who are Socioeconomically Disadvantaged. **Scope:** LEA-wide	High school counselors play a crucial role in addressing the multifaceted educational challenges faced by OUHSD students. Here's how they can meet these needs: 1 - Individualized Academic Planning: Counselors can work closely with students to develop personalized academic plans that align with their post-secondary goals. This includes identifying courses that fulfill A-G requirements, exploring Career Technical Education (CTE) pathways, and incorporating interventions to address academic deficiencies identified by the Early Assessment Program (EAP). 2 - Early Intervention and Support: Counselors can proactively identify students who may be at risk of dropping out or struggling academically based on dropout rate and EAP data. By providing early intervention and support services such as academic tutoring, study skills workshops, and counseling sessions, counselors can help these students stay on track towards graduation and academic success. 3 - College Readiness Workshops and Resources: Counselors can organize college readiness workshops and provide resources to help students navigate the college application process, understand A-G requirements, and prepare for college entrance exams. They can also facilitate access to dual enrollment programs and other opportunities to enhance college readiness. 4 - Promotion of CTE Pathways: Counselors can actively promote Career Technical Education (CTE) pathways to students, highlighting the benefits of acquiring industry-specific skills and certifications. They can provide information about	Graduation Rate, Pathway Completion report, EAP reports, dropout rate, A-G completion report

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		available CTE courses, internships, and apprenticeships, and assist students in exploring career options aligned with their interests and talents. 5 - Data-Informed Decision-Making: Counselors can utilize data from graduation rates, dropout rates, A-G completion rates, and EAP results to inform their decision-making and prioritize interventions for students most in need of support. They can also collaborate with teachers, administrators, and community partners to develop comprehensive strategies for improving student outcomes across subject areas. By leveraging their expertise and resources, high school counselors can play a pivotal role in enhancing academic preparedness, closing achievement gaps, and ensuring that all students have the opportunity to succeed in high school and beyond.	
3.5	**Action:** College/Career Guidance Technician **Need:** OUHSD faces a multifaceted educational landscape: while our district boasts a commendable 83.1% graduation rate, the 2.4% districtwide dropout rate calls for continued attention and support. Additionally, the fact that only 14.4% of students are meeting A-G requirements underscores the need for targeted interventions to bolster college readiness. Similarly, with just 17% of students completing Career Technical Education (CTE) pathways, there's an opportunity to expand access to diverse	A college/career guidance technician can play a crucial role in addressing the diverse educational needs outlined for OUHSD. Here's how they can help: 1 - Individualized Academic Planning: The technician can work closely with students to develop personalized academic plans tailored to their post-secondary goals. They can provide guidance on course selection, monitor progress towards meeting A-G requirements, and identify opportunities for academic enrichment and intervention to address deficiencies identified by the Early Assessment Program (EAP). 2 - College and Career Exploration: The technician can facilitate college and career exploration activities, such as organizing college fairs, career	Graduation Rate, Pathway Completion report, EAP reports, dropout rate, A-G completion report

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	educational opportunities. Furthermore, the data from the Early Assessment Program (EAP) paints a sobering picture, revealing that only 48.4% of students are designated as prepared in English and a mere 16.9% are prepared in Math. These figures highlight the imperative for comprehensive strategies aimed at enhancing academic preparedness and closing achievement gaps across subject areas. This action is being implemented LEA wide primarily due to the need of our Foster Youth and Socioeconomically Disadvantaged youth who either have limited or no support for post secondary planning. **Scope:** LEA-wide	workshops, and guest speaker events. They can provide information about different college and career pathways, assist students in researching potential colleges and majors, and connect them with resources for career exploration and planning. 3 - Assistance with College Applications and Financial Aid: The technician can assist students and parents with completing college applications, including navigating the Common Application or other online application platforms. They can also provide support with completing the Free Application for Federal Student Aid (FAFSA) and identifying scholarship opportunities to help alleviate financial barriers to higher education. 3 - Promotion of Career Technical Education (CTE) Pathways: The technician can promote awareness of CTE pathways and opportunities among students, parents, and school staff. They can collaborate with CTE instructors to organize informational sessions, coordinate workplace visits and industry tours, and assist students in exploring CTE programs aligned with their interests and career goals. 4 - Data Analysis and Monitoring: The technician can assist in analyzing data related to graduation rates, dropout rates, A-G completion rates, and EAP results to identify trends and areas for improvement. They can collaborate with school administrators and counselors to develop targeted interventions and initiatives aimed at enhancing academic preparedness and closing achievement gaps across subject areas. By providing comprehensive support in college and career readiness, academic planning, and access to diverse educational opportunities, a	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		college/career guidance technician can contribute significantly to improving student outcomes and ensuring that all students have the resources and support they need to succeed in high school and beyond.	
3.6	**Action:** Allocate more funds to Career and Technical Education and Visual and Performing Arts sections. **Need:** In the realm of Career and Technical Education (CTE), our overarching objective is to ensure that every course reflects the realistic demands and standards of respective industries. It's imperative that our programs provide students with practical, hands-on training that aligns closely with current industry practices. However, we've identified that certain CTE programs are falling short of meeting these industry standards. Addressing this discrepancy is essential to equip our students with the skills and knowledge necessary to thrive in their chosen career paths. Likewise, in the domain of Visual and Performing Arts (VAPA), the landscape is evolving rapidly, with technological advancements playing an increasingly significant role. To maintain high levels of student engagement and relevance, it's crucial for VAPA courses to integrate these technological advancements seamlessly into their curriculum. CTE and VAPA courses provide critical exposure to college, careers, talents, and lifelong interests that may not be	Providing additional funding can significantly support these needs in both Career and Technical Education (CTE) and Visual and Performing Arts (VAPA) by: 1 - Upgrading Equipment and Resources: Additional funding can be allocated to procure modern equipment, tools, and resources required to deliver practical, hands-on training in CTE programs. This ensures that students have access to state-of-the-art facilities and technologies that mirror real-world industry settings, enhancing the quality and relevance of their learning experience. 2 - Professional Development: Funding can be used to invest in professional development opportunities for CTE and VAPA instructors, enabling them to stay updated on industry trends, emerging technologies, and best practices. This ensures that educators are equipped with the knowledge and skills necessary to deliver high-quality instruction that aligns with current industry standards and technological advancements. 3 - Curriculum Development: Additional funds can support the development and enhancement of curriculum materials for CTE and VAPA courses, with a focus on integrating industry-relevant content and technological advancements. This allows educators to design engaging and relevant learning experiences that prepare students for success in their chosen career paths and artistic endeavors.	Student Survey Feedback, CTE Pathway completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	available to some students. This is especially evident in students who are socioeconomically disadvantaged, homeless, or in foster care. **Scope:** LEA-wide	4 - Technology Integration: Additional funding can support the integration of technology into both CTE and VAPA courses, allowing educators to leverage digital tools, software applications, and multimedia platforms to enhance learning experiences and student outcomes. This ensures that students are exposed to current technological advancements and develop essential digital literacy skills relevant to their respective fields. Overall, providing additional funding enables schools to invest in the necessary resources, professional development, curriculum development, and technology integration initiatives that support the alignment of CTE and VAPA programs with industry standards and technological advancements. This ensures that students receive high-quality education that prepares them for success in their future careers and artistic pursuits.	
3.7	**Action:** Parent and Family Engagement and Parent Square Utilization **Need:** According to findings from our LCAP parent survey, 30.8% of respondents perceived OUHSD as responsive to their concerns, while 26.9% felt otherwise. Notably, a portion of parents expressed indifference due to the absence of concerns to address. Furthermore, the survey revealed that 59.6% of parents prefer communication via email, with 9.6% preferring phone communication. However, it's worth noting that several respondents acknowledged utilizing social media platforms	Enhancing parent communication addresses the need for improved responsiveness to parental concerns identified in the LCAP parent survey. By utilizing channels such as email, phone communication, social media platforms, and the district website, OUHSD can better connect with parents and address their inquiries and feedback promptly. This proactive approach fosters a stronger sense of engagement and trust between parents and the school district, ultimately leading to a more collaborative and supportive educational environment for students. Additionally, by catering to parents' preferred communication methods, such as email and phone, OUHSD ensures that information reaches parents effectively, increasing	Parent Square engagement reports, Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and our website for obtaining information as well. Parent engagement and communication address several key barriers faced by low-income students, foster youth, and English learners (EL) students. Many low-income families and foster parents may not be familiar with the education system, making it difficult for them to navigate school requirements, understand academic standards, and access available resources. This lack of understanding can lead to missed opportunities and inadequate support for their children. Financial constraints further complicate this issue, as these families may not be aware of or able to access financial assistance, community resources, and low-cost educational supports. For EL students, language barriers can impede effective communication with schools, leaving parents unable to fully engage in their children's education or access important information. This challenge can be exacerbated by a lack of translated materials and language support services. Additionally, engaged parents are crucial for monitoring their children's academic progress and providing support at home, which can be particularly beneficial for students facing academic challenges due to financial or social instability. Finally, strong parent-school relationships are essential for providing emotional support and advocacy. Parents who are engaged and informed are better equipped to advocate for their children's needs and navigate any challenges within the	the likelihood of their engagement and involvement in their child's education. ParentSquare would effectively meet these needs by providing a centralized platform for communication between OUHSD and parents. Here's how: 1 - Enhanced Responsiveness: ParentSquare allows for real-time communication between parents and school staff. Parents can easily reach out with their concerns or questions, and school administrators can respond promptly, addressing any issues or providing necessary support. This fosters a sense of responsiveness and attentiveness to parental concerns, potentially improving the perception of OUHSD's responsiveness as identified in the LCAP parent survey. 2 - Preferred Communication Channels: ParentSquare accommodates parents' preferences for communication channels. With the ability to send messages via email, text, voice calls, and instant messaging, parents can choose the method that best suits their needs and preferences. This aligns with the survey findings indicating that 59.6% of parents prefer email communication and 9.6% prefer phone communication. 3 - Centralized Information Hub: ParentSquare serves as a centralized hub for sharing important information and updates. By consolidating communication channels in one platform, parents can easily access relevant information about their child's education, school events, announcements, and academic progress. This addresses the need	

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	school system, helping ensure that their children receive the necessary support and services. **Scope:** LEA-wide	for convenient access to information, as noted by parents who utilize social media platforms and the school website for obtaining information. Overall, ParentSquare would meet these needs by facilitating efficient communication, accommodating parents' preferences, and providing easy access to relevant information, ultimately enhancing parent-school engagement and satisfaction. 4 - ParentSquare includes a translation feature that converts communications into the preferred language of the student or family. This functionality is essential for supporting our English learner (EL) students and their families by ensuring they receive crucial information in a language they are most comfortable with. This enhances their ability to engage fully with school communications and supports their overall educational experience.	
4.1	**Action:** Extended Instructional Hours to 30/week at Prospect High School. **Need:** At Prospect High School (PHS), only 1.1% of students received a "Prepared" rating on the California Dashboard's College and Career Indicator. This statistic is mirrored in the data for both Socioeconomically Disadvantaged (SED) students and White students, with only 1.1% and 2.2% respectively being rated as "Prepared". Additionally, PHS has a graduation rate of 63.5%, significantly below the district average. Notably, SED students had a graduation rate of 63.4% and White	Providing extended instructional time directly addresses the needs outlined for Prospect High School (PHS). 1 - Improving College and Career Readiness: By doubling the instructional hours at PHS, students have more time to engage with rigorous academic coursework and specialized career training. This increased exposure allows them to develop the skills and knowledge necessary to meet the criteria for a "Prepared" rating on the California Dashboard's College and Career Indicator. With more time dedicated to learning, students can delve deeper into subjects, explore various career pathways, and participate in hands-on experiences that enhance their readiness for college and career success.	Graduation Rate, CCI indicator

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	students had a graduation rate of 57.1%, marking one of the lowest rates in the district. Similarly, Community Day School (CDS) exhibits comparable trends. However, due to privacy concerns stemming from a small sample size, CDS data will not be publicly displayed. **Scope:**	2 - Boosting Graduation Rates: Extending instructional hours provides students with additional opportunities to earn credits required for graduation. Many students at PHS and CDS may be struggling academically or facing other challenges that hinder their progress towards graduation. By offering more instructional time, these students have the chance to receive targeted academic support, remediation, and enrichment activities that address their individual needs. This tailored approach increases the likelihood of students successfully completing their coursework and graduating on time, thus contributing to the improvement of graduation rates at both schools. In summary, extended instructional time directly supports the goals of enhancing college and career readiness and improving graduation rates by providing students with the resources, support, and opportunities they need to succeed academically and prepare for their future endeavors.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.14	**Action:** District ELD Coordinator	The district ELD coordinator plays a pivotal role in ensuring the effective implementation of English Language Development (ELD) programs and	ELPI data, Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Based on ELPAC data from 2022-23, only 18.5% of our English Learner (EL) students attained a 'Proficient' score, while 54.2% were categorized as 'Making Progress Towards Proficiency,' both figures falling below the state average. Despite comprising just 5% of our total student population, EL students demonstrate a substantial need for support, not only in Designated English Language Development (ELD) but also in the integration of ELD strategies across general education classrooms. Furthermore, it's noteworthy that a significant portion, 83%, of our English Learner population are classified as Long-Term English Learners (LTELs), indicating a lack of English proficiency for six years or more. Given the considerable proportion of LTEL students, heightened attention and more intensive interventions are imperative to address their specific needs and facilitate their academic progress. **Scope:** Limited to Unduplicated Student Group(s)	supporting English Learners (EL) and Long-Term English Learners (LTEL). They oversee the deployment of designated ELD classes, the adoption of appropriate English language development curriculum, and the provision of instructional materials across all schools within the district. Additionally, the coordinator tracks data pertaining to language proficiency, academic performance, and reclassification rates. This data-driven approach allows for the identification of areas requiring improvement and enables the measurement of intervention effectiveness. Moreover, the coordinator fosters collaboration and communication among teachers, administrators, support staff, and parents. Through the organization of meetings, workshops, and committees, they create a cohesive support network dedicated to addressing the unique needs of EL and LTEL students. Furthermore, the coordinator advocates for targeted resources and support services tailored to meet the needs of EL and LTEL students. This advocacy may involve securing funding for additional staff, specialized instructional materials, technology resources, or intervention programs. Additionally, the coordinator collaborates with school teams to develop individualized support plans for LTEL students. These plans include tailored interventions, extra instructional time, and differentiated instruction aligned with their specific language proficiency levels and academic needs. By fulfilling these multifaceted responsibilities, the district ELD coordinator plays a pivotal role in cultivating a supportive and inclusive learning	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		environment where EL and LTEL students can excel both academically and linguistically.	
1.15	**Action:** Supplemental English Language Development Support Classes for All ELD Students **Need:** Based on ELPAC data from 2022-23, only 18.5% of our English Learner (EL) students attained a 'Proficient' score, while 54.2% were categorized as 'Making Progress Towards Proficiency,' both figures falling below the state average. Despite comprising just 5% of our total student population, EL students demonstrate a substantial need for support, not only in Designated English Language Development (ELD) but also in the integration of ELD strategies across general education classrooms. Furthermore, it's noteworthy that a significant portion, 83%, of our English Learner population are classified as Long-Term English Learners (LTELs), indicating a lack of English proficiency for six years or more. Given the considerable proportion of LTEL students, heightened attention and more intensive interventions are imperative to address their specific needs and facilitate their academic progress. **Scope:** Limited to Unduplicated Student Group(s)	Designated English Language Development (ELD) classes are specifically designed to address the language development needs of English Learners (EL) and Long-Term English Learners (LTEL). These classes provide targeted instruction focused on developing English language proficiency in listening, speaking, reading, and writing skills. Here's how designated ELD classes support the needs of EL and LTEL students: 1 - Language Acquisition: Designated ELD classes offer explicit instruction in English language acquisition. They provide structured opportunities for students to engage with English language content, vocabulary, grammar, and syntax in a supportive learning environment. 2 - Cultural Relevance: ELD curriculum often incorporates culturally relevant materials and topics to foster connections between students' linguistic and cultural backgrounds and the broader English-speaking community. This helps validate students' identities and experiences while promoting language development. 3 - Differentiation: ELD classes are tailored to meet the diverse needs of EL and LTEL students. Instruction is differentiated based on students' language proficiency levels, ensuring that content is accessible and challenging for all learners. 4 - Small Group Instruction: ELD classes typically feature smaller class sizes, allowing for more personalized attention and targeted support from the teacher. This enables educators to address individual learning needs, provide feedback, and	ELPI data, Reclassification rates,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		scaffold instruction to support students' language development. 5 - Language Support Strategies: ELD classes employ a variety of language support strategies, such as visual aids, graphic organizers, hands-on activities, and language scaffolds, to make content comprehensible and accessible to EL and LTEL students. 6 - Language Proficiency Assessment: ELD classes often include regular assessment of students' language proficiency levels to track progress and inform instructional planning. This ongoing assessment allows teachers to adjust instruction to meet evolving student needs and facilitate language growth over time. 7 - Collaboration and Community Building: ELD classes provide opportunities for EL and LTEL students to collaborate, communicate, and build relationships with peers who share similar language backgrounds and experiences. This promotes a sense of belonging and facilitates language development through authentic social interactions. Overall, designated ELD classes serve as a critical component of comprehensive language support for EL and LTEL students, equipping them with the language skills and strategies needed to succeed academically and beyond.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All OUHSD schools have a student concentration of greater than 55%. The additional concentration grant funding is utilized to increase the number of adults on the campus who provide direct services to our students. Additional staff include two assistant principals, teachers over and above the number required to meet class size limits as designated in the certificated collective bargaining agreement, three targeted case managers, two universals, two custodians and two supplemental education technicians (Actions 1.7, 1.8, 1.20, 2.2, 2.8, 2.9, 3.5.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	1 staff to 44.5 students
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1 staff to 17.2 students

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	25994147	7413141	28.519%	0.000%	28.519%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,652,697.00	$5,367,726.00	$4,434,182.00	$3,453,004.00	$24,907,609.00	$20,517,011.00	$4,390,598.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teachers Appropriately Assigned and Fully Credentialed	All Students with Disabilities English Learners, Homeless	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Alternative Diploma Pathways for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Tutorial Support and Push-in Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$3,351,475.00	$0.00	$0.00	$2,608,660.00	$0.00	$742,815.00	$3,351,475.00	
1	1.4	Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and Communication (DA)	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Improve Participation Rate on CAASPP Assessments	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	All Foster Youth, Homeless Students	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,974,352.00	$1,055,670.00	$179,848.00	$0.00	$2,850,174.00	$0.00	$3,030,022.00	
1	1.9	1:1 Device for Meaningful Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$501,047.00	$456,700.00	$240,000.00	$501,047.00	$216,700.00	$0.00	$957,747.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and Network Maintenance	Low Income			Low Income										
1	1.10	Professional Development for All Staff	All	No			All Schools	Ongoing	$208,280.00	$253,918.00	$0.00	$0.00	$0.00	$462,198.00	$462,198.00	
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$40,460.00	$40,460.00	$0.00	$0.00	$0.00	$40,460.00	
1	1.12	Maintain and Expand Library Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School, Oroville High School	3 years	$132,493.00	$14,200.00	$0.00	$146,693.00	$0.00	$0.00	$146,693.00	
1	1.14	District ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$30,317.00	$0.00	$30,317.00	$0.00	$0.00	$0.00	$30,317.00	
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$265,254.00	$18,011.00	$265,254.00	$0.00	$0.00	$18,011.00	$283,265.00	
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$177,160.00	$89,660.00	$87,500.00	$0.00	$0.00	$177,160.00	
1	1.17	Credit Recovery and Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$313,181.00	$10,000.00	$67,796.00	$224,689.00	$0.00	$30,696.00	$323,181.00	
1	1.18	Maintain Current Center For Independent Study Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,588,507.00	$20,250.00	$1,314,793.00	$293,964.00	$0.00	$0.00	$1,608,757.00	
1	1.19	Independent Study PE	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$136,955.00	$0.00	$136,955.00	$0.00	$0.00	$0.00	$136,955.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.20	Increase staffing to offer students direct support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,275,940.00	$0.00	$3,275,940.00	$0.00	$0.00	$0.00	$3,275,940.00	
1	1.21	Maintain the Operation of Community Day School (CDS)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Community Day School	Ongoing	$132,655.00	$16,273.00	$145,655.00	$2,343.00	$0.00	$930.00	$148,928.00	
2	2.1	ACTION REMOVED - Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	All	No			All Schools	2 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	School Resource Officer/Deputy and Campus Security	All	No			All Schools	Ongoing	$671,519.00	$100,000.00	$0.00	$0.00	$771,519.00	$0.00	$771,519.00	
2	2.3	School Attendance and Achievement Review Team	All Students with Disabilities Foster Youth, Homeless students	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.4	Provide Nutritious Meals	All	No			All Schools	Ongoing	$861,105.00	$756,615.00	$0.00	$0.00	$0.00	$1,617,720.00	$1,617,720.00	
2	2.5	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School and Oroville High School	Ongoing	$0.00	$52,000.00	$52,000.00	$0.00	$0.00	$0.00	$52,000.00	
2	2.8	Social, Emotional, and Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,098,533.00	$582,334.00	$522,299.00	$1,008,042.00	$0.00	$150,526.00	$1,680,867.00	
2	2.9	Targeted Case Manager/Family Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$859,059.00	$0.00	$589,929.00	$0.00	$0.00	$269,130.00	$859,059.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,138,357.00	$356,080.00	$1,494,437.00	$0.00	$0.00	$0.00	$1,494,437.00	
2	2.11	Home to School Transportation	All	No			All Schools	Ongoing	$7,000.00	$0.00	$0.00	$7,000.00	$0.00	$0.00	$7,000.00	
2	2.12	PBIS TOSAs and Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$135,547.00	$25,000.00	$160,547.00	$0.00	$0.00	$0.00	$160,547.00	
2	2.14	ACTION REMOVED - OUHSD Homeless Action Team	Homeless Students	No			All Schools	2 Years	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
2	2.15	Homeless Students Systems of Support	Homeless Students	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Collaborate with Butte College	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Provide High Quality CTE Courses	All	No			All Schools	Ongoing	$1,283,240.00	$322,791.00	$1,275,090.00	$217,870.00	$0.00	$113,071.00	$1,606,031.00	
3	3.3	College Connection Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$184,976.00	$10,300.00	$195,276.00	$0.00	$0.00	$0.00	$195,276.00	
3	3.4	Counseling Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$1,475,676.00	$0.00	$1,316,248.00	$128,857.00	$0.00	$30,571.00	$1,475,676.00	
3	3.5	College/Career Guidance Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$171,693.00	$0.00	$171,693.00	$0.00	$0.00	$0.00	$171,693.00	
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$53,300.00	$53,300.00	$0.00	$0.00	$0.00	$53,300.00	
3	3.7	Parent and Family Engagement and Parent Square Utilization	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$44,536.00	$32,200.00	$0.00	$0.00	$12,336.00	$44,536.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Extended Instructional Hours to 30/week at Prospect High School.	All	No			Specific Schools: Prospect High School		$578,789.00	$17,000.00	$0.00	$0.00	$595,789.00	$0.00	$595,789.00	
4	4.2	Academic Focused Professional Learning Team	All	No			Specific Schools: Prospect High School, Community Day School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Work Experience Education	All SED, White	No			Specific Schools: Prospect High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	Expand CTE Offerings	All	No			Specific Schools: Prospect High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.5	Expand College and Career Exploration	All	No			Specific Schools: Prospect High School, Community Day School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.6	Additional Teacher	All	No			Specific Schools: Prospect High School		$141,061.00	$0.00	$0.00	$141,061.00	$0.00	$0.00	$141,061.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
25994147	7413141	28.519%	0.000%	28.519%	$10,377,607.00	0.000%	39.923 %	**Total:**	$10,377,607.00
								LEA-wide Total:	$10,082,036.00
								Limited Total:	$295,571.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.8**	Facilities Inspection and Maintenance and Additional Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,848.00	
1	**1.9**	1:1 Device for Meaningful Engagement and Network Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,000.00	
1	**1.11**	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,460.00	
1	**1.12**	Maintain and Expand Library Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School, Oroville High School	$0.00	
1	**1.14**	District ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,317.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$265,254.00	
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,660.00	
1	1.17	Credit Recovery and Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,796.00	
1	1.18	Maintain Current Center For Independent Study Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,314,793.00	
1	1.19	Independent Study PE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,955.00	
1	1.20	Increase staffing to offer students direct support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,275,940.00	
1	1.21	Maintain the Operation of Community Day School (CDS)	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Community Day School	$145,655.00	
2	2.5	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School and Oroville High School	$52,000.00	
2	2.8	Social, Emotional, and Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$522,299.00	
2	2.9	Targeted Case Manager/Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$589,929.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,494,437.00	
2	2.12	PBIS TOSAs and Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,547.00	
3	3.3	College Connection Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,276.00	
3	3.4	Counseling Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,316,248.00	
3	3.5	College/Career Guidance Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,693.00	
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,300.00	
3	3.7	Parent and Family Engagement and Parent Square Utilization	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,200.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$24,778,265.00	$25,964,692.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teachers Appropriately Assigned and Fully Credentialed	No	$0.00	0
1	**1.2**	Alternative Diploma Pathways for Students with Disabilities	No	$0.00	0
1	**1.3**	Tutorial Support and Push-in Support for Students with Disabilities	No	$3,555,188.00	3718595
1	**1.4**	Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and Communication (DA)	No	$0.00	0
1	**1.5**	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	No	$0.00	0
1	**1.6**	Improve Participation Rate on CAASPP Assessments	No	$0.00	0
1	**1.7**	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	No	$0.00	0
1	**1.8**	Facilities Inspection and Maintenance and Additional Custodial Staff	Yes	$2,932,857.00	3396328
1	**1.9**	1:1 Device for Meaningful Engagement and Network Maintenance	Yes	$943,729.00	1049292

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Professional Development for All Staff	No	$361,709.00	422006
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	Yes	$35,700.00	38700
1	1.12	Maintain and Expand Library Services	Yes	$276,745.00	160501
1	1.14	District ELD Coordinator	Yes	$29,781.00	30317
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	Yes	$270,563.00	266341
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	Yes	$378,997.00	426080
1	1.17	Credit Recovery and Summer School	Yes	$367,725.00	266286
1	1.18	Maintain Current Center For Independent Study Program	Yes	$1,642,562.00	1612028
1	1.19	Independent Study PE	Yes	$98,246.00	136021
1	1.20	Increase staffing to offer students direct support	Yes	$2,833,191.00	3340701
1	1.21	Maintain the Operation of Community Day School (CDS)	Yes	$166,129.00	155860
2	2.1	Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	No	$25,000.00	25000
2	2.2	School Resource Officer/Deputy and Campus Security	No	$923,135.00	709219

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	School Attendance and Achievement Review Team	No	$0.00	0
2	2.4	Provide Nutritious Meals	No	$1,516,256.00	1550177
2	2.5	Social Emotional Learning	Yes	$3,000.00	3000
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	$52,000.00	52000
2	2.8	Social, Emotional, and Health Supports	Yes	$1,369,983.00	1441065
2	2.9	Targeted Case Manager/Family Liaison	Yes	$917,019.00	854322
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	Yes	$1,566,027.00	1594089
2	2.11	Home to School Transportation	No	$7,000.00	7000
2	2.12	PBIS TOSAs and Student Incentives	Yes	$152,811.00	157974
2	2.14	OUHSD Homeless Action Team	No	$2,000.00	0
2	2.15	Homeless Students Systems of Support	No	$0.00	0
3	3.1	Collaborate with Butte College	No	$0.00	0
3	3.2	Provide High Quality CTE Courses	No	$1,590,827.00	1824475

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	College Connection Program	Yes	$193,379.00	191319
3	3.4	Counseling Staff	Yes	$1,486,831.00	1495385
3	3.5	College/Career Guidance Technician	Yes	$165,766.00	163131
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	Yes	$53,300.00	53300
3	3.7	Parent and Family Engagement and Parent Square Utilization	Yes	$35,295.00	37435
4	4.1	Extended Instructional Hours to 30/week at Prospect High School.	No	$608,442.00	608676
4	4.2	Academic Focused Professional Learning Team	No	$0.00	0
4	4.3	Work Experience Education	No	$0.00	0
4	4.4	Expand CTE Offerings	No	$98,695.00	16205
4	4.5	Expand College and Career Exploration	No	$0.00	0
4	4.6	Additional Teacher	No	$118,377.00	161864

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7723928	$10,435,349.00	$10,602,933.00	($167,584.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Yes	$172,693.00	176215		
1	1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Yes	$320,252.00	320252		
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	Yes	$35,700.00	38700		
1	1.12	Maintain and Expand Library Services	Yes	$249,675.00	133094		
1	1.14	District ELD Coordinator	Yes	$29,781.00	30317		
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	Yes	$253,446.00	252751		
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	Yes	$213,357.00	100630		
1	1.17	Credit Recovery and Summer School	Yes	$65,995.00	12200		
1	1.18	Maintain Current Center For Independent Study Program	Yes	$1,276,939.00	1295680		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	Independent Study PE	Yes	$98,246.00	136021		
1	1.20	Increase staffing to offer students direct support	Yes	$2,833,191.00	3340701		
1	1.21	Maintain the Operation of Community Day School (CDS)	Yes	$155,245.00	154830		
2	2.5	Social Emotional Learning	Yes	$3,000.00	3000		
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	$52,000.00	52000		
2	2.8	Social, Emotional, and Health Supports	Yes	$623,629.00	670211		
2	2.9	Targeted Case Manager/Family Liaison	Yes	$641,464.00	567902		
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	Yes	$1,508,017.00	1526894		
2	2.12	PBIS TOSAs and Student Incentives	Yes	$152,811.00	157974		
3	3.3	College Connection Program	Yes	$193,379.00	191319		
3	3.4	Counseling Staff	Yes	$1,314,163.00	1200881		
3	3.5	College/Career Guidance Technician	Yes	$165,766.00	163131		
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	Yes	$53,300.00	53300		
3	3.7	Parent and Family Engagement and Parent Square Utilization	Yes	$23,300.00	24930		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
25596262	7723928	0	30.176%	$10,602,933.00	0.000%	41.424%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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