



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard School District

CDS Code: 56-72538-0000000

School Year: 2024-25

LEA contact information:

Dr. Anabolena DeGenna

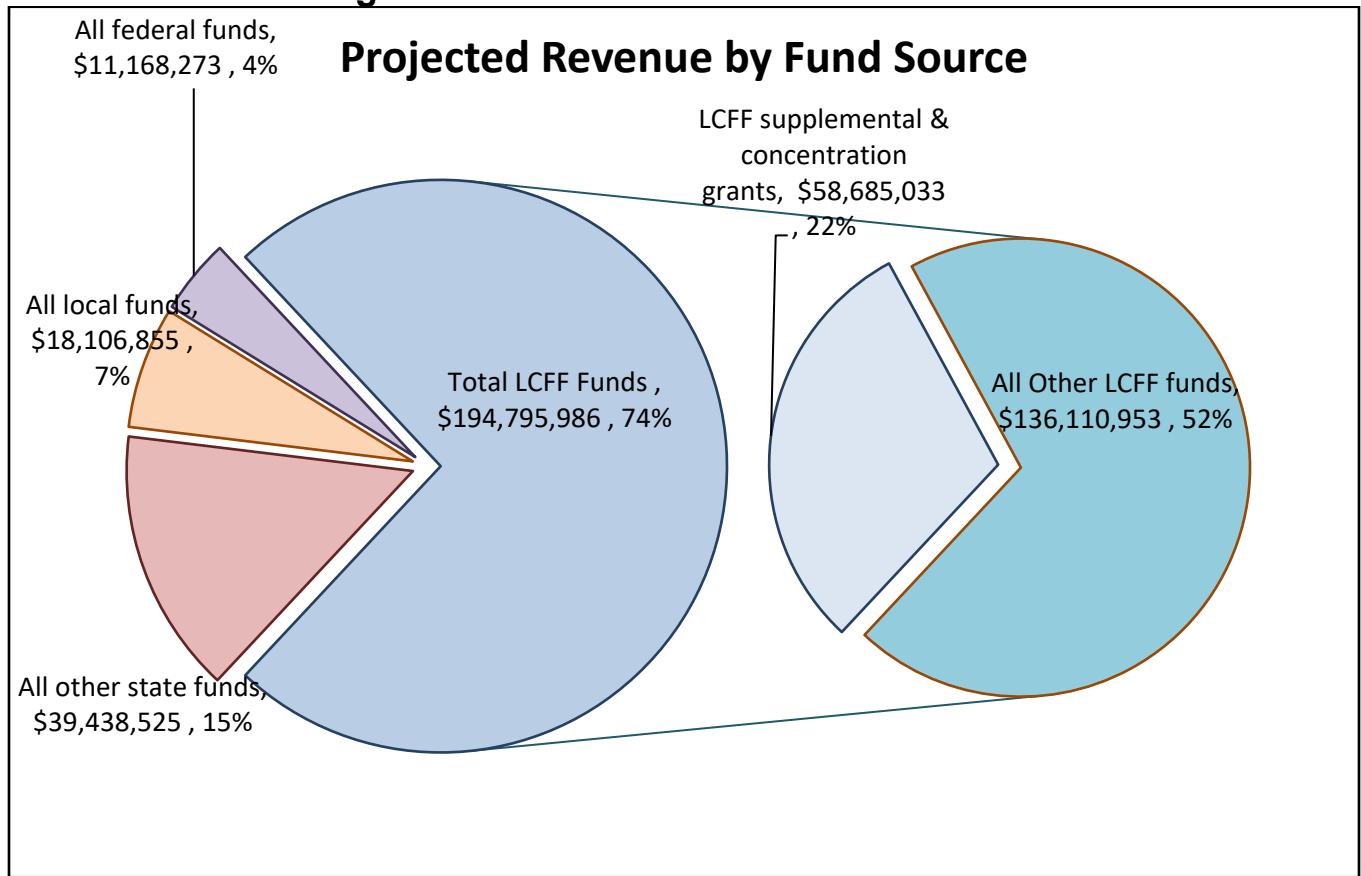
Superintendent

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(805) 385-1501

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 2024-25 School Year

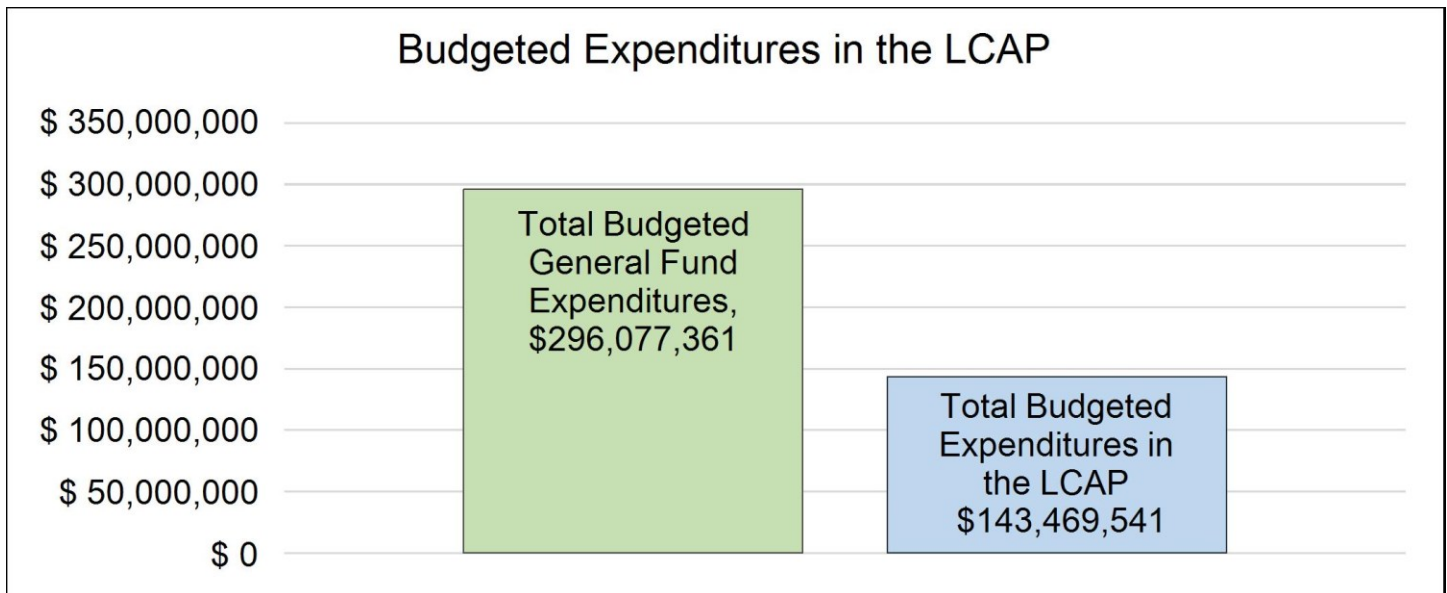


This chart shows the total general purpose revenue Oxnard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxnard School District is \$263,509,639, of which \$194,795,986 is Local Control Funding Formula (LCFF), \$39,438,525 is other state funds, \$18,106,855 is local funds, and \$11,168,273 is federal funds. Of the \$194,795,986 in LCFF Funds, \$58,685,033 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 Oxnard School District plans to spend for 2024-25. 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: Oxnard School District plans to spend \$296,077,361 for the 2024-25 school year. Of that amount, \$143,469,541 is tied to actions/services in the LCAP and \$152,607,820 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The 2024-2025 LCAP will include actions funded through various sources, including LCFF, federal, state, and local funding. All actions will be aligned with the district's strategic plan.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it will align LCAP goals and actions with those outlined in the district's strategic plan. The 2024-2025 LCAP will include goals and actions not funded by LCFF and therefore, those goals will not be considered contributing or measured for the purposes of this plan.

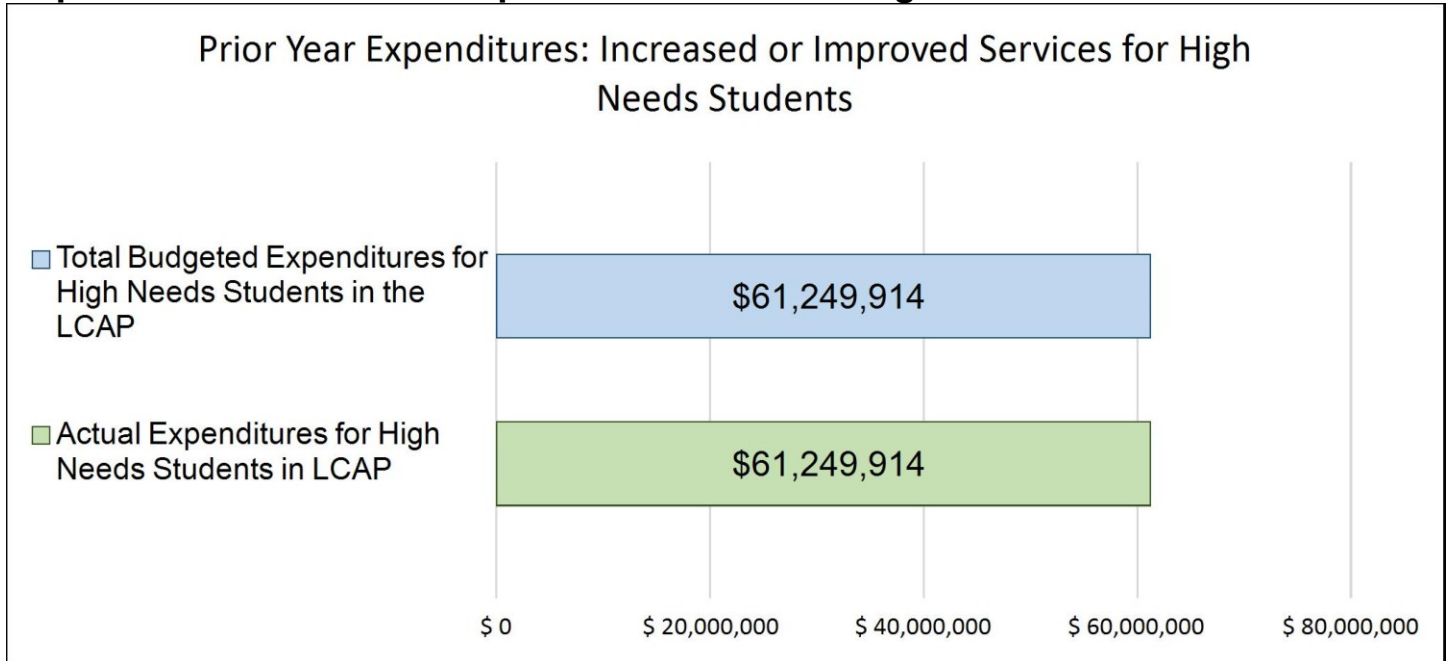
For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices. Additionally, the equity study conducted by Orenda will provide insights to assess and identify actions and metrics for inclusion in the Oxnard School District's 2024-2025 Local Control Accountability Plan

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Oxnard School District is projecting it will receive \$58,685,033 based on the enrollment of foster youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend \$58,685,033 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 2023-24



This chart compares what Oxnard 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 Oxnard 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 2023-24, Oxnard School District's LCAP budgeted \$61,249,914 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent \$61,249,914 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr. Anabolena DeGenna Superintendent	adegenna@oxnardsd.org (805) 385-1501

Goals and Actions

Goal

Goal #	Description
1	This Broad Goal Addresses Basic Services (Priority 1), Student Outcomes, Engagement and the Conditions of Learning. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services Access to Standard Aligned Materials	100% Fall 2020 (per Williams)	100% Fall 2021 (per Williams)	100% Fall 2022 (per Williams and local measures)	Fall 2023 100% (per Williams and local measures)	Maintain/100%
Priority 1 Fully Credentialed Teachers	100% Fall 2020 (Census Day) CA Dashboard	97% Fall 2021 (Census Day) CA Dashboard	96% Fall 2022 (Census Day) CA Dashboard	88.5% Fall 2023 (Census Day) CA Dashboard	Maintain/100% CA Dashboard
Priority 2 Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards Local Indicator	CA Dashboard Rating of 3/5 as of 2020	Local Indicators CA Dashboard Rating 4/5 as of 2021	Local Indicators CA Dashboard Rating 4/5 as of 2022	Local Indicators CA Dashboard Rating 4/5 as of 2023	CA Dashboard Increase to a rating of 5/5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil Achievement SBAC Language Arts	SBAC Most recent data 2019 Language Arts 29.73% Met or Exceeded -All 5.43% Met or Exceeded - EL 26.29% Met or Exceeded - SED Mathematics 17.24% Met or Exceeded -All 4.02% Met or Exceeded - EL 14.98% Met or Exceeded - SED	SBAC 2022 Data Language Arts 28.5 % Met or Exceeded -All 12.24 % Met or Exceeded - EL 26.50 % Met or Exceeded - SED Mathematics 14.63 % Met or Exceeded -All 7.18 % Met or Exceeded - EL 12.95 % Met or Exceeded - SED	SBAC 2023 Data Language Arts 28.8% Met or Exceeded -All 10.80% Met or Exceeded - EL 26.24% Met or Exceeded - SED Mathematics 18.35% Met or Exceeded -All 8.78% Met or Exceeded - EL 16.54% Met or Exceeded - SED	SBAC 2023 Data Language Arts 28.8% Met or Exceeded -All 10.80% Met or Exceeded - EL 26.24% Met or Exceeded - SED Mathematics 18.35% Met or Exceeded -All 8.78% Met or Exceeded - EL 16.54% Met or Exceeded - SED	Language Arts 45 % Met or Exceeded -All 20 % Met or Exceeded - EL 41 % Met or Exceeded - SED Mathematics 23 % Met or Exceeded -All 19 % Met or Exceeded - EL 30 % Met or Exceeded - SED
Priority 4 Pupil Achievement CA Dashboard Language Arts	50.6- Average Distance from Met All Students Most recent data 2019 66.6- Average Distance from Met EL 57.9- Average Distance from Met SED	Most recent data is 2019 50.6- Average Distance from Met All Students 2019 66.6- Average Distance from Met EL 57.9- Average Distance from Met SED	2022 California Dashboard All Students 55.9- Points Distance from met EL- 70.8 Average Distance from Met SED- 61.2 Average Distance from Met Foster Youth- 101.2 Average Distance from Met	2023 California Dashboard All Students- 57.2 Points Distance from met EL- 77 Average Distance from Met SED- 63.3 Average Distance from Met Foster Youth- 116.3 Average Distance from Met	1- Average Distance from Met All Students 27- Average Distance from Met EL 18 - Average Distance from Met SED 20- Average Distance from Met Foster Youth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	59.1- Average Distance from Met Foster Youth	59.1- Average Distance from Met Foster Youth	Homeless- 90.8 Average Distance from Met African American- 42.1 Average Distance from Met SWD- 127.9 Average Distance from Met	Homeless- 84.8 Average Distance from Met African American- 54.6 Average Distance from Met SWD- 63.3 Average Distance from Met	
Priority 4 Pupil Achievement CA Dashboard Smarter Balanced Math	87.2 Average Distance from Met All Students 2019 97.9 Average Distance from Met EL 93.8 Average Distance from Met SED 119.3 Average Distance from Met Foster Youth	Most recent data is 2019 87.2 Average Distance from Met All Students 2019 97.9 Average Distance from Met EL 93.8 Average Distance from Met SED 119.3 Average Distance from Met Foster Youth	2022 California Dashboard All Students 99.4 Points Distance from met EL - 109.4 Average Distance from Met SED - 104.6 Average Distance from Met Foster Youth - 133.4 Average Distance from Met Homeless - 124.6 Average Distance from Met African American - 88.1 Average Distance from Met SWD - 161.6 Average Distance from Met	2023 California Dashboard All Students 90.8 Points Distance from met EL - 104.5 Average Distance from Met SED - 96.5 Average Distance from Met Foster Youth - 125.1 Average Distance from Met Homeless - 105.3 Average Distance from Met African American - 99.7 Average Distance from Met SWD - 96.5 Average Distance from Met	48 Average Distance from Met All Students 2019 58 Average Distance from Met EL 54 Average Distance from Met SED 80 Average Distance from Met Foster Youth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil Achievement CA Dashboard California Science Test	Science Most recent data 2019 29.93 % Met or Exceeded -All 2.90 % Met or Exceeded - EL 18.75 % Met or Exceeded - SED	SBAC 2022 Science 12.36 % Met or Exceeded -All 2.95 % Met or Exceeded - EL 10.79 % Met or Exceeded - SED	SBAC 2023 Pending	SBAC 2023 Science 30.18 % Met or Exceeded -All 2.32 % Met or Exceeded - EL 19.32 % Met or Exceeded - SED	50% Met or Exceeded -All 30% Met or Exceeded – EL 40% Met or Exceeded – SED *Updated with desired percentage outcome
Priority 4 CAA Language	English Language Arts Most recent data 2019 15.91% Met or Exceeded Mathematics 9.9% Met or Exceeded	CAA 2022 English Language Arts 14.13 % Met or Exceeded Mathematics 8.28 % Met or Exceeded Science 20.93% Met or Exceeded	CAA 2023 Pending	CAA 2023 English Language Arts 15.76 % Met or Exceeded Mathematics 8.86 % Met or Exceeded Science 23.96% Met or Exceeded	English Language Arts 2019 45% Met or Exceeded Mathematics 40% Met or Exceeded *Updated with desired percentage outcome
Priority 4 STAR 360 - Early Literacy	33.2% Met or Exceeded	38.3% Spring 2022 At or Above Benchmark	June 2023 46%% At or Above Benchmark	Spring 2023 18.3% At or Above Benchmark	63% At or Above Benchmark *Updated with revised STAR benchmark language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 STAR 360 - Literacy	27.2% Met or Exceeded	25.6% Spring 2022 At or Above Benchmark	June 2023 29.3% At or Above Benchmark	Spring 2023 28.9% At or Above Benchmark	57% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 STAR 360 - Spanish Early Literacy	53.9% Met or Exceeded	58.2% Spring 2022 At or Above Benchmark	June 2023 62% At or Above Benchmark	Spring 2023 53.4% At or Above Benchmark	75% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 STAR 360 - Spanish Literacy	49.2% Met or Exceeded	50.6% Spring 2022 At or Above Benchmark	Spring 2023 49.4%% At or Above Benchmark	Spring 2023 50.22% At or Above Benchmark	75% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 STAR 360 - Mathematics	16.3% Met or Exceeded	17.3% Spring 2022 At or Above Benchmark	Spring 2023 24% At or Above Benchmark	Spring 2023 21.4% At or Above Benchmark	50% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 Pathway towards Seal of Biliteracy	2022-2021 - School Year 30% of students Local data	2021-2022 School Year 30.5% of students Local data	2022-2023 School Year Grade 5 - 34% Grade 8 - 54% Local data	2023-2024 School Year Grade 5 - 26.25% Grade 8 - 50.48% Local data	70% of Students in DLI programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 English Learner English Proficiency (ELPAC) CA Dashboard English Learners Reclassification Rate *Updated with additional data point “English Learners Reclassification Rate”	Data Source: Learner English Proficiency (ELPAC) CA Dashboard 50.4% making progress towards English language proficiency Data Source: 2020-2021 English Learners Reclassification Rate Grades 3-8: 6.4% Grades K-8 (All): 3.7% *Updated with clarifying reporting language	Data Source: Learner English Proficiency (ELPAC) CA Dashboard Will update when data is available Data Source: 2020-2021 English Learners Reclassification Rate Grades 3-8: 11.3% Grades K-8 (All): 6.7%	Data Source: Learner English Proficiency (ELPAC) CA Dashboard 2022 59.8 % making progress towards English language proficiency Data Source: 2022 English Learners Reclassification Rate Grades 3-8: Grades K-8 (All):	Data Source: Learner English Proficiency (ELPAC) CA Dashboard 2023 54.8 % making progress towards English language proficiency Data Source: 2023 English Learners Reclassification Rate Grades 3-8: 26% Grades K-8 (All): 14%	Data Source: Learner English Proficiency (ELPAC) CA Dashboard 80% making progress towards English language proficiency *Updated percentage Data Source: 2020-2021 English Learners Reclassification Rate *Need reclass outcome
Priority 7 Access and Enrollment in a broad course of study Master Schedules	Standard met on the CA Dashboard Source QGIS Student schedules indicate access	Standard met on the CA Dashboard Source QGIS Student schedules indicate access	Standard met on the CA Dashboard Source QGIS Student schedules indicate access	Standard met on the CA Dashboard Source QGIS Student schedules indicate access	CA Dashboard Maintain standard Met *Updated
Priority 8 Other Pupil Outcomes Physical fitness Test	CA PFT 2020-2021 Grade 5 58.5% Aerobic Capacity	CA PFT 2021-2022 Measurement changed post COVID to only include Participation Rate	CA PFT 2022-2023 Participation Rate of students in Grades 5 and 7	CA PFT 2023-2024 Participation Rate of students in Grades 5 and 7	CA Dashboard-PFT Grade 5 62% Aerobic Capacity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	49.2%Body Composition 46.3% Abdominal Strength 81.1% Trunk Extension Strength 50.9% Upper Body Strength Flexibility Grade 7 55.7% Aerobic Capacity 46.9% Body Composition 59.5% Abdominal Strength 79.7% Trunk Extension Strength 43.4% Upper Body Strength 79.5% Flexibility	Data maintained locally Grade 5 95% Aerobic Capacity ELIMINATED Body Composition 95% Abdominal Strength 96% Trunk Extension Strength 95% Upper Body Strength 96% Flexibility Grade 7 95% Aerobic Capacity ELIMINATED % Body Composition 93% Abdominal Strength 93% Trunk Extension Strength 95% Upper Body Strength 96% Flexibility	Grade 5 96%Aerobic Capacity ELIMINATED Body Composition 95%Abdominal Strength 97%Trunk Extension Strength 96% Upper Body Strength 97% Flexibility Grade 7 93% Aerobic Capacity ELIM INATED Body Composition 93%Abdominal Strength 92% Trunk Extension Strength 93% Upper Body Strength 92% Flexibility	Grade 5 94 % Aerobic Capacity ELIMINATED Body Composition 93% Abdominal Strength 95% Trunk Extension Strength 95% Upper Body Strength 95% Flexibility Grade 7 96% Aerobic Capacity ELIMINATED Body Composition 96% Abdominal Strength 96% Trunk Extension Strength 96% Upper Body Strength 96% Flexibility	60% Body Composition 58% Abdominal Strength 90% Trunk Extension Strength 57% Upper Body Strength Flexibility Grade 7 64% Aerobic Capacity 56% Body Composition 66% Abdominal Strength 90% Trunk Extension Strength 52% Upper Body Strength Flexibility *Updated outcomes
K-8 District. High School dropout rate, graduation rate, UC A-G requirements, CTE	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pathways and AP do not apply.					
Priority 5 Pupil Engagement Middle School Drop Out Rate	CALPADS - Fall 1, Report 8.1c indicates 2 drop outs/5227 total enrollment which = .0004% drop out rate.	2021-2022 CALPADS Fall 1, Report 8.1c indicates 2 drop outs/5087 total enrollment which = .0004% drop out rate.	2022-2023 CALPADS Fall 1, Report 8.1c for 22-23 indicates 0 dropouts.	2023-2024 CALPADS Fall 1, Report 8.1c for 23-24 indicates 0 dropouts.	CALPADS 0% Dropouts *Updated data source

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

I. Substantive Differences in Planned Actions and Actual Implementation:

1.5 Development in Mathematics - During the past school year, there was a shift in mathematics professional development (PD) from focusing on mathematical practices to adopting the thinking classrooms framework. Additionally, there was an increased emphasis on the coaching cycle. The math manager and TOSAs collaborated with teachers, leading lessons and analyzing disaggregated data.

1.18 Implementation of State and Local Assessments - The Oxnard School District had intended to administer the CA Spanish State Assessment to students enrolled in the biliteracy program. However, due to the current assessment calendar, this has not been possible.

1.32 Developing Educational Leaders - Based on midyear local data, adjustments were made to the support provided to site administrators. A more targeted plan was developed to address specific areas of need.

II. Successes experienced with the implementation process:

1.1 Three Professional Learning Days - Teachers received professional learning before the start of the school year, focusing on the district's instructional priorities and pedagogy.

1.4 Continue expansion and refinement of District Dual Language Programs - The district provided professional development to all biliteracy teachers, including 7th and 8th-grade teachers, on the OSD's biliteracy framework, the Common Core, and world language standards.

1.6 Expansion of Learning Opportunities - The implementation of the district's ELOP program continued to be successful, providing access to counselors, the arts, field trip opportunities, etc. Students were able to take advantage of expanded learning opportunities, including a nine-hour school day.

1.8 Further Develop Early Childhood Education - The district successfully provided TK teachers and TK paraeducators with professional development opportunities as well as opportunities to collaborate.

1.9 Implementation of State Standards - Teachers on Special Assignment continued to support the implementation of state standards. They provided professional development, coaching support, and resources for teachers.

1.12 Expanded Summer Learning - This school year, the district was able to offer a large number of students enrichment learning opportunities during the summer. The number of students participating in the summer learning program continues to expand throughout the years.

1.19 Professional Learning to Prepare for Implementation of State Standards - An extensive list of professional development opportunities for teachers was available. The district provided required professional development for 7th and 8th grade teachers and biliteracy teachers. Most of the PD provided was developed in response to teacher feedback.

1.35 District-Wide Banking of Minutes - The district has been able to support common planning time every Wednesday. During this time, teachers have the opportunity to collaboratively plan lessons based on the student profile.

III. Challenges experienced with the implementation process:

1.27 After-School Tutoring - The district has faced challenges identifying staff to support after-school literacy interventions for students

IV. Action(s) not implemented:

All actions in Goal 1 were implemented.

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 between budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions included in the three-year LCAP cycle have set the foundation for the actions to be included in the 2024-2025 LCAP. Although the district saw modest results with the implementation of these actions, it will continue to refine and adjust the implementation of the actions that contributed to Goal 1.

Effective Actions:

1.4 Continue expansion and refinement of District Dual Language Programs- The Oxnard School District expanded and refined its Dual Language Immersion Programs to help English Learners better access the core curriculum and improve their performance on assessments. The district aimed to develop coherent TK-8 multilingual pathways, enhancing English literacy while maintaining the primary language and preparing students for the Seal of Biliteracy. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.5 Development in Mathematics- With the leadership of the district's mathematics manager and three mathematics teachers on special assignment, teachers have been able to receive in-depth and ongoing professional development including coaching and the creation of resources. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.6 Expansion of Learning Opportunities (9-hour school day) Oxnard School District directed funds to support its unduplicated student populations. This included additional academic, social, and emotional support, as well as enrichment activities, aiming to extend the school day to nine hours with before and after school programs. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.+

1.7 Student Technology Access and Annual Refresh- The district ensured unduplicated student groups had access to technology by integrating it into the TK-8 curriculum, supporting a 1:1 device program, and maintaining a department to manage it. They provided tech support at all schools and replaced or refreshed devices as needed, enhancing student achievement in Math and ELA. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.8 Further Develop Early Childhood Education (Paras and TK Teacher training)- In 2022-2023, the district introduced Universal Transitional Kindergarten (UTK) for all 4-year-olds to better prepare disadvantaged students. Preschool teachers and paraprofessionals were assigned to support UTK classrooms. Extensive professional development was provided to TK teachers and paraeducators, covering new UTK instructional mandates, best practices, and socio-emotional learning. The district also facilitated collaboration between early childhood and elementary teachers to ensure alignment and support student transitions. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.10 Data Management Systems (Ellevation, Illuminate)- The Oxnard School District allocated resources to enhance support for its unduplicated student groups, focusing on improving their performance on state and local assessments. This included implementing robust data management systems such as Ellevation for English language learner interventions and Illuminate for assessment data management. Professional development was provided to educators on utilizing these systems effectively. The district also maintained templates for essential documents like LCAP and SARC, ensuring compliance and effective communication of educational strategies and outcomes. Based on 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.12 Expanded Summer Learning- The Oxnard School District focused resources on improving outcomes for its lowest-performing unduplicated student groups through an expanded summer learning initiative. This included a comprehensive Summer Writing, Science, and Math Camp, offering full-day enrichment programs for Grades K-8. Led by credentialed teachers, mornings emphasized academic enrichment, while afternoons featured activities in collaboration with the Afterschool program. The month-long program provided district-wide transportation to ensure equitable access. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.13 Special Education- The Special Education Department of the Oxnard School District supports a significant portion of its student body, including many from its lowest-performing unduplicated groups. Serving students from Pre-School through 8th grade, the department provides academic, social, and emotional services, along with mental health support. It ensures alignment with general education standards, offers specialized curricula and implements programs catering to diverse needs across the special education continuum. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.16 Instructional Resources and Support (Renaissance: Star/AR/MyON)- The Oxnard School District prioritized supporting its lowest-performing unduplicated student groups with targeted instructional resources and interventions. This included providing district-adopted textbooks and supplemental materials, utilizing Renaissance Star 360 for assessing students, and guiding interventions in Reading and Mathematics, particularly for English Learner reclassification. The district also implemented the Accelerated Reader Program for reading comprehension and fluency, and the MyON program for access to reading materials on 1:1 devices. Professional development sessions supported the effective use of these tools, while tutoring addressed educational continuity and academic growth challenges faced by students affected by housing instability. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.17 Support of Diverse and Inclusive School Libraries (Library Technicians, Titles in Different Languages, E-books)- The Oxnard School District prioritized supporting unduplicated students by enhancing diverse and inclusive school libraries. Recognizing limited access to reading material and technology among these students, the district aimed to bridge this gap by expanding primary language and inclusive libraries. Efforts included maintaining elementary school library technicians, offering diverse titles in multiple languages, and providing access

to technology and e-books, which supported English language learners. These actions aimed to increase access to high-interest, curriculum-aligned resources, empowering unduplicated students to improve their performance on state and local assessments. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.18 Implementation of State and Local Assessments- The district managed CAASPP, PFT, and ELPAC assessments throughout the year, with initial ELPAC testing in the fall and summative assessments in the spring. A Testing Coordinator provided support for all required assessments. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.22 English Language Learners Support and Services (EL, Migrant Education)- The district focused on supporting English Language Learners (ELLs) by implementing specialized curriculum and resources tailored to their diverse needs. This included establishing Newcomer Academies with dedicated teachers and paraeducators and providing professional development and collaboration opportunities. Investments in materials, technology, and resources aimed to enhance English and math skills. The district also offered interventions and support services for migrant education, aiming to improve ELLs' access to the core curriculum and boost their performance on state and local assessments. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.28 Instruction (Base Materials)- The district prioritized creating and maintaining culturally and linguistically sustaining multilingual learning environments that are safe, affirming, equitable, and conducive to high intellectual performance across all subjects necessary for 21st-century success. This encompassed covering all costs related to delivering instruction, including staffing for classroom teachers, clerical, music, nursing, custodial, safety, counseling, and administrative roles tailored to school type and enrollment size. Each school received allocations for instructional supplies and support for extracurricular and co-curricular activities to enrich the overall educational experience. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.29 Textbook Adoptions- The district adopted and purchased new core textbooks aligned with State Board of Education-approved frameworks, assessments, and instructional materials. The adoption process included considerations for English Learners, Special Education students, and Dual Language Programs. Replacement materials were also procured as necessary to support comprehensive instruction for all students. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

1.30 Tier 3 and Special Education Interventions- Specialized interventions were provided for at-risk students and those in special education, including Reading Horizons for reading intervention and ST Math for Special Education. Teacher Leader training supported professional development across subjects. High-need and at-risk students were placed in appropriate special education programs, with tailored curricula for Moderate to Severe students. Comprehensive instructional and behavioral supports were offered to ensure student success. Based on

the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 1 of the LCAP.

Not-yet Effective Actions, but Showing Positive Outputs:

1.1 3 professional learning days- The Oxnard School District allocated three additional professional learning days for staff before the school year to enhance instructional practices. These days focused on social-emotional programs, mathematics, balanced literacy, evidence-based instructional strategies, and aligning district programs with instructional needs. The goal was to improve teaching effectiveness and learning outcomes for unduplicated student groups, addressing their specific educational challenges through rigorous grade-level standards. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.2 Student Literacy Interventions (LLI)- The Oxnard School District implemented tailored literacy interventions for its unduplicated students, focusing on culturally responsive instruction. This included providing Literacy Intervention teachers for K-8 schools and elementary levels, as well as extra literacy periods for middle school grades 6-8. Programs like Leveled Literacy Intervention (LLI) and Reading Horizons were utilized, with teachers trained extensively in LLI methodologies. Special education students also received targeted interventions to support their academic needs beyond the core curriculum. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.3 Development in Literacy- The Oxnard School District prioritized improving literacy outcomes for its unduplicated student groups through targeted funding and initiatives. These efforts included professional development, interim assessments from 1st to 8th grade, and support for implementing state standards across all classrooms. Special focus was given to enhancing teaching effectiveness for English language learners through Balanced Literacy training and ongoing support from consultants. Additionally, tools like Lexia Core 5 and Power Up Subscriptions were utilized to complement classroom instruction and support students' literacy development. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.9 Implementation of State Standards (Ed. Services Staffing)- The Oxnard School District focused on implementing California's English Language Arts (ELA)/English Language Development (ELD) and Mathematics Frameworks through professional learning initiatives. Targeting low-income and English learner student groups, funds were directed to meet their educational needs effectively. Central Office Staff in the Educational Services Department, including a Manager for Mathematics & Physical Education, a Science Instructional Specialist, Instructional Technology Teachers, English Learner Teachers, and a Consulting Teacher, supported these efforts. Their roles included enhancing instructional practices, promoting teacher collaboration, and implementing state standards, including Human Growth and

Development and Physical Education. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.11 Expansion of the District GATE Program and Specialized Programs- The Oxnard School District expanded its GATE program and specialized programs to address the historical underrepresentation of unduplicated students. Services were tailored to support their success, including universal screening in second grade, professional learning for accelerated learning, and summer institutes for AVID teachers. AVID classes were supported at all middle schools, along with AVID Excel for English Learners, aiming to prepare students for college opportunities. The Youth Cinema Project provided standard-aligned enrichment to foster college and career readiness. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.14 Equity and Access (Access to Electives and Enrichment Programs)- The Oxnard School District focused on equity and access for its unduplicated student population, aiming to improve academic outcomes. Middle schools ensured broad access to electives and core classes. Additional supports included diverse elective options and equity-focused professional development for Teachers on Special Assignments. The Manager of Equity, Family, and Community Engagement led efforts to foster equitable learning environments, engage families as educational partners, and build community partnerships. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.15 Recruitment, Selection, and Retention of Human Capital- The Oxnard School District aimed to fulfill its mission of providing a culturally diverse education in a safe environment by focusing on recruiting, selecting, and retaining talented personnel. Strategies included establishing strategic frameworks for recruitment, selection, retention, and operations, as well as maintaining positive labor relations with three associations. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.16 Instructional Resources and Support- Tutoring for ELA- The Oxnard School District prioritized supporting its unduplicated student groups, who performed among the lowest on state and local assessments, by directing resources toward district-adopted textbooks, supplemental materials, and comprehensive assessment tools like Renaissance Star 360. Programs such as Accelerated Reader (AR) and MyON were used to enhance reading skills, supported by regular professional development. The district also provided assistance through TK-K paraeducators and tutoring programs tailored to improve English language proficiency and academic continuity for students experiencing housing instability. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in

student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.19 Professional Learning to Prepare Staff for Implementation of State Standards- The Oxnard School District coordinated professional learning across departments and schools to prepare staff for implementing state standards. Training opportunities were aligned with the district's strategic plan and aimed to enhance both student outcomes and staff capabilities. These included participation in conferences like CAFE to share current research and best practices for second language learners, facilitated through meetings, collaborative sessions, model lessons, and ongoing support in lesson planning and delivery. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.20 Developing Human Capital- The Oxnard School District implemented a robust professional development program aimed at enhancing teachers', support staff's, and administrators' capacity to implement strategic plan initiatives effectively. This included specialized training for new teachers through coordinated New Teacher Orientations before the school year started. The Curriculum Council facilitated regular two-way communication with staff to ensure they received necessary updates, and the district also provided targeted training for substitute teachers and classified staff to support their professional growth. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.21 Maintain District Learning Management System (Canvas)- The district maintained Canvas, a classroom software for grades PK-8 students, families, and staff. It organized online learning materials, assessed student progress, and facilitated course engagement with feedback on learning outcomes. Canvas supported Universal Design for Learning (UDL) principles and enabled collaboration among students and staff, aligning with the district's goal of preparing students for the 21st century. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.23 Additional Teachers Above Base Staffing- The unduplicated student population, among the lowest performing on state and local assessments, required additional teachers above base staffing to provide classroom support and increased time with intervention and support staff. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.24 School Site Allocations to be Prioritized by School Site Council- The school site allocations were prioritized by School Site Councils, focusing on addressing the needs of unduplicated students who are among the lowest-performing groups based on state and local assessments and LCAP metrics. Each school evaluated LCAP data points related to low-income, English learner, and foster youth populations to revise plans accordingly. These plans, outlined in the School Plan for Student Achievement (SPSA), specified how LCFF funding would support academic interventions, counseling services, attendance support, and parent involvement. District leadership evaluated these plans annually to ensure alignment with district and site goals for student improvement. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.25 Maintain 24:1 TK- 3rd Grade Average- With the full implementation of the Local Control Funding Formula (LCFF), maintaining an average class size of 24 students per teacher from TK to 3rd grade was legislated. The district committed to upholding this ratio as part of its Base Instruction action in the LCAP. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.26 Maintain Additional Services for Students at Risk of Being Expelled- The district provided crucial support for students at risk of expulsion by maintaining Opportunity classes in all three middle schools (grades 6-8) and offering intensive academic and social-emotional assistance. Cross-disciplinary teams addressed chronic absenteeism, while individual counseling focused on conflict resolution and emotional management, including anger management and grief counseling. Ongoing grade monitoring and targeted academic interventions aimed to improve attendance, reduce suspensions, and address chronic absenteeism, particularly benefiting low-income students. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.27 After-School Tutoring- The Oxnard School District implemented after-school tutoring to support its low-income student population, which struggled with academic performance on state and local assessments. The program aimed to enhance achievement through personalized learning opportunities provided by teachers and tutors in elementary and middle schools. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.31 Supporting Cultural Proficiency and Focus on Equitable Practices- The district built teacher and leadership capacity in cultural proficiency and effective school-family engagement through various professional development opportunities, including webinars, workshops, literature reviews/book studies, and summer professional development sessions. These efforts were aimed at preparing staff to effectively

support the needs of unduplicated student groups. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.32 Developing Educational Leaders- The Oxnard School District prioritized the development of educational leaders to address the challenges faced by unduplicated student groups, who performed lowest on state and local assessments, comprising 91 percent of the student body. School leaders were tasked with establishing equitable practices and promoting high-leverage instructional strategies. Professional development focused on instructional equity, data-driven decision-making, fostering equitable school cultures, implementing Universal Design for Learning practices, and integrating a Multi-Tiered System of Support (MTSS). Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.34 Middle School Collaboratives- The Oxnard School District established a middle school task force aimed at enhancing the OSD Student Profile, particularly for unduplicated student groups who comprised 91 percent of the district's student population and demonstrated lower performance on state and local assessments. The task force collaboratively assessed and reviewed existing middle school programs to ensure alignment with standards-based instruction, curriculum, assessments, and professional development. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement.

1.35 District-Wide Banking of Minutes- The Oxnard School District implemented district-wide Banking of Minutes to enhance instructional effectiveness for its unduplicated student groups, who constituted 91 percent of the student body and performed lower on state and local assessments. Every Wednesday, additional instructional minutes were accrued to facilitate common planning time for staff, achieved by releasing students one hour early. This initiative aimed to prioritize collaborative instructional planning among staff, emphasizing improved first-time instruction as pivotal to enhancing student outcomes. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement.

1.36 Oxnard Empowers (Implementation Of Strategic Plan)- The purpose of the Oxnard Empowers initiative was to implement a vision-focused and action-oriented strategic plan for OSD. This plan aimed to articulate a clear vision for the district and community, emphasizing high-level multilingual learning opportunities to prepare students for success in a global 21st-century environment. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

1.37 CSI Support for Fremont Academy- Fremont Academy was identified as a CSI school due to significant issues in student performance across multiple indicators on the California Dashboard, including high chronic absenteeism, suspension rates, and low academic achievement in ELA and Math. In response to these challenges and to utilize ESSA Section 1003 funding, OSD contracted with Orenda Education. Their role involved providing guidance, support, and professional development to Fremont's school team. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement.

1.38 Expansion of the Arts Program- The Oxnard School District expanded its arts program to address the needs of unduplicated student groups, who were identified as among the lowest-performing on state and local assessments. Recognizing the benefits of arts education in enhancing math, reading, cognitive abilities, critical thinking, and verbal skills, the district aligned this initiative with its Strategic Plan and Student Profile. The goal was to ensure all students had access to comprehensive and coherent visual and performing arts (VAPA) learning integrated into the core curriculum. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 1 of the LCAP.

Ineffective Actions:

Goal 1 in the 2023-2024 LCAP did not include any ineffective actions.

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

Goal 1 in the 2024-2025 LCAP will include actions funded through various sources, including LCFF, federal, state, and local funding. All actions will be aligned with the district's strategic plan.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it will align LCAP goals and actions with those outlined in the district's strategic plan. The 2024-2025 LCAP will include goals and actions not funded by LCFF and therefore, those goals will not be considered contributing or measured for the purposes of this plan.

For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices. Additionally, the equity study conducted by Orenda will provide insights to assess and identify actions and metrics for inclusion in the Oxnard School District's 2024-2025 Local Control Accountability Plan.

Adjustments to the Goal:

Goal 1 of the 2024-25 LCAP has been modified from the previous 2023-24 LCAP to align with the Oxnard School District Strategic Plan (EMPOWERS). The 2023-24 LCAP goal states: 'Oxnard School District will ensure that all students achieve high academic standards in a

nurturing, creative environment that prepares them for college and career opportunities.' This goal has been updated in the 2024-25 LCAP to: 'Student Academic Engagement and Achievement: Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.'

Adjustments to Priorities:

The State Priorities reflected in Goal 1 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to align with the new goal. The 2023-24 State Priorities in Goal 1 included: State Priorities 1, 2, 4, 7, and 8. These priorities have been updated in the 2024-25 LCAP to include State Priorities 1 and 7.

Adjustments to Metrics:

The metrics used to measure the effectiveness of actions in Goal 1 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to align with the new goal and actions. The 2023-24 metrics in Goal 1 included: Access to Standard-Aligned Materials, the Number of Fully Credentialed Teachers, the Implementation of CA State Standards, the CA Dashboard, the District's Local Assessment (STAR 360), the Percentage of Eligible Students for the Pathway to Biliteracy, the ELPAC, Access & Enrollment in a Broad Course of Study, and the CA Physical Fitness Test. These metrics have been updated in the 2024-25 LCAP to include CA Dashboard Local Indicators, Statewide Assessments (ELA, Mathematics, Science), Summative ELPAC, English Learner Reclassification Rates, the Percentage of Students with IEPs served inside the regular classroom, and the Panorama Staff Survey.

Adjustments to Actions:

The actions in Goal 1 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new goal, which has been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

Adjustments to Desired Outcome(s):

The Desired Outcomes in Goal 1 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new actions, which have been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

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.

Goals and Actions

Goal

Goal #	Description
2	This Broad Goal Addresses Engagement and the Conditions of Learning and Climate. The Oxnard School District will ensure all students will continue to be provided with programs and services that contribute to their well-being, safety and connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Panorama Survey - Students	Panorama Survey Results 2020-2021 Sense of Belonging Grades 3-5 67.6% Responded favorably Grades 6-8 57.58% Responded favorably	Panorama Survey Results 2021-2022 Sense of Belonging Grades 3-5: 66% Responded favorably Grades 6-8: 43% Responded favorably	Panorama Survey Results 2022-2023 Sense of Belonging Grades 3-5: 68% Responded favorably Grades 6-8: 41% Responded favorably	Panorama Survey Results 2023-2024 Sense of Belonging Grades 3-5: 67% Responded favorably Grades 6-8: 44% Responded favorably	Sense of Belonging Grades 3-5 90% Responded favorably Grades 6-8 90% Responded Favorably
Priority 5 Chronic Absenteeism CA Dashboard	2019 CA Dashboard 7.7% All students 6.4 % English Learners 12.8% Foster Youth 19.7% Homeless	2021-22 CA Dashboard Data was updated fall 2022 28.8% All students 27.1% English Learners 44.4 % Foster Youth 31.2% Homeless	22-23 Results 27.2% All students 24.8% English Learners 38.7 % Foster Youth 27.4% Homeless	22-23 Results 27.2% All students 24.8% English Learners 38.7 % Foster Youth 27.4% Homeless	CA Dashboard Les than 2.5% All students Less than 2.5% English Learners 2.5% % Foster Youth less than 9% % Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Attendance rates	Local Data 2019 Attendance rates 96.05%	Local Data 2021- 2022 Attendance rates 91.49%	Local Data 2022-2023 Attendance rates 92.04%	Local Data 2023-2024 Attendance rates 93.15 %	Local Data Attendance rates 98%
Priority 6 Suspension Data	2019 CA Dashboard 3.2% All Students 2.2% English Learners 14% Foster Youth 4.3% Homeless	2022 CA Dashboard 4.7% of All Students 3.6% of English Learners 17.2% of Foster Youth 6.1% Homeless 4.8% African American 7.0% SWD Local data 3.75 All Students 2.75% of English Learners 15.79% of Foster Youth 4.14% Homeless	2023 CA Dashboard 4.9% of All Students 4.2% of English Learners 11.3% of Foster Youth 5.7% Homeless 5.7% African American 6% SWD Local data 6.2% All Students 3.6% English Learners 9.5% Foster Youth 4.9% Homeless 6.7% African American 5.6% SWD	2024 CA Dashboard 4.7% of All Students 3.6% of English Learners 17.2% of Foster Youth 6.1% Homeless 4.8% African American 7% SWD Local data 3.14% All Students 4.83% English Learners 16.67% Foster Youth 6.95% Homeless 5.84% African American 4.48% SWD	CA Dashboard .5 % All Students .5 % English Learners .5 % Foster Youth .5 % Homeless
Priority 6 Expulsion Rates	2020-2021 .02%	2021-2022 .02%	2022-2023 .00002%	2023-2024 .036	0%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

I. Describe any substantive differences in planned actions and actual implementation of these actions:

All actions in Goal 2 were implemented and there were no substantive differences in planned actions and actual implementation of the actions.

II. Successes experienced with the implementation process:

2.4 Social and Emotional Supports- Successes experienced with the implementation process in Social and Emotional Supports include the purchase of Tier 2 interventions and materials like IXL, iStation, and Sonday. Additionally, schools successfully developed plans to implement and support these tier 2 interventions.

III. Challenges experienced with the implementation process:

2.5 Health and Welfare of Students- Challenges experienced with the implementation process in the Health and Welfare of students included the discontinuation of the contract with Palmer Drug and Alcohol Program (PDAP), which previously offered drug and alcohol counseling sessions to students. Changes within PDAP's organization and new insurance requirements for contracts posed obstacles to renewing the agreement.

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 were no material difference between budgeted expenditures and estimated actual expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective Actions:

2.1 Child Nutrition-The Child Nutrition program at Oxnard School District provided healthy breakfast, lunch, snack, and supper meals to students, recognizing the importance of nutrition in enhancing learning abilities. These efforts were supplemented with contributions from the General Fund as needed. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and

expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 2 of the LCAP.

2.2 Improve opportunities for student connectedness- Transportation was provided to students in foster placements to enable them to stay at their home school and participate in enrichment programs, thereby improving opportunities for student connectedness. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 2 of the LCAP.

2.5 Social and Emotional Supports- The Oxnard School District addressed health and welfare needs for low-income, homeless, and foster youth students by staffing health offices with Health Assistants or LVNs at each school. Services included substance abuse counseling, Medi-Cal billing support, and intensive counseling for emotional and behavioral issues through SESS. Hearing Conservation provided comprehensive screenings for students needing further evaluation. These efforts aimed to support all students effectively across the district. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 2 of the LCAP.

2.6 Create a safe environment conducive to learning- To create a safe learning environment, the Oxnard School District provided Campus Assistants for student supervision during lunch, recess, and before/after school. School safety plans were annually updated in compliance with the Educational Code, involving collaboration with Educational Partners to enhance safety and climate elements. The Annual Parent Rights Notification was revised annually with support from Envision Consulting to ensure compliance with district policies and Ed Code updates. Additionally, the school office and healthcare staff received annual CPR training as part of Action Preparedness Training. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 2 of the LCAP.

2.7 Restorative Practices- Professional development was provided for staff, and resources were allocated to support restorative practices districtwide. These opportunities utilized existing personnel and school time. Monitoring of these efforts was conducted through the use of the Panorama Survey. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 2 of the LCAP.

2.8 Professional learning and wellness for staff- The Oxnard School District provided professional learning and wellness opportunities for staff. Unduplicated student groups, comprising 91 percent of the district's students and often experiencing lower academic performance, absenteeism, and reduced school connectedness, necessitated ongoing staff development. Professional growth days were allocated for OSSA members, including nurses, counselors, speech pathologists, program specialists, behaviorists, and psychologists, which also incorporated wellness days. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 2 of the LCAP.

2.9 Tier III and Specialized Support-Tier III and specialized supports included social-emotional specialists provided through VCOE, counseling services tailored for IEPs, 1:1 behavioral aides, and additional Special Education staff tasked with extra duties and assessments. Based on the 2023 and 2024 state and local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 2 of the LCAP.

Not-yet Effective Actions, but Showing Positive Outputs:

2.3 Student Attendance- To address attendance challenges among low-income students, those experiencing homelessness, and foster youth, the Oxnard School District employed full-time Attendance Technicians at all schools. The County of Ventura supported the district's SARB team monthly through Thrive (SARB/Truancy Reduction), where an Assistant District Attorney collaborated with the team to review truancy cases and assist families in reducing absences. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 2 of the LCAP.

2.4 Social and Emotional Supports- The Oxnard School District implemented a Multi-tiered System of Support (MTSS) to address academic and emotional needs among its low-income student populations, who showed lower performance on assessments. MTSS included universal, targeted, and intensive interventions to support student learning. The district allocated resources such as school counselors, a Director of Pupil Services, a Community Liaison for homeless and foster youth, Outreach Specialists, and a Therapeutic Counselor. Social workers from the County of Ventura also collaborated with school staff to support families. Monitoring via Panorama and other indicators ensured these efforts effectively met student needs districtwide. Data from state and local assessments indicate that this action did not achieve the desired outcomes for the 23-24 school year. However, the district believes that additional time is necessary for the practice to solidify and result in substantial growth in student academic achievement. Based on the data from 2023-2024, this action has shown a positive trajectory. The Oxnard School District anticipates that this action will contribute to moving the district closer to achieving Goal 2 of the LCAP.

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

Goal two in the 2024-2025 LCAP will include actions funded through various sources, including LCFF, federal, state, and local funding. All actions will be aligned with the district's strategic plan.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it will align LCAP goals and actions with those outlined in the district's strategic plan. The 2024-2025 LCAP will include goals and actions not funded by LCFF and therefore, those goals will not be considered contributing or measured for the purposes of this plan.

For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices. Additionally, the equity study conducted by Orenda will provide insights to assess and identify actions and metrics for inclusion in the Oxnard School District's 2024-2025 Local Control Accountability Plan.

Adjustments to the Goal:

Goal 2 of the 2024-25 LCAP has been modified from the previous 2023-24 LCAP to align with the Oxnard School District Strategic Plan (EMPOWERS). The 2023-24 LCAP goal states: 'The Oxnard School District will ensure all students will continue to be provided with programs and services that contribute to their well-being, safety and connectedness.' This goal has been updated in the 2024-25 LCAP to: 'Learning Environment and School Climate: Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success.'

Adjustments to Priorities:

The State Priorities reflected in Goal 2 of the 2023-24 LCAP align with the new goal of the 2024-25 LCAP. The State Priorities for Goal 2 in the 2024-25 LCAP include State Priorities 5 and 6.

Adjustments to Metrics:

The metrics used to measure the effectiveness of actions in Goal 2 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to align with the new goal and actions. The 2023-24 metrics in Goal 2 included: The Panorama Survey- Students, Chronic Absenteeism, Attendance Rates, Suspension Data, and Expulsion Rates. These metrics have been updated in the 2024-25 LCAP to include Suspension Rates, Chronic Absenteeism, School Attendance Rates – Average Daily Attendance (ADA), Middle School Dropout Rates, and Pupil Expulsion Rates.

Adjustments to Actions:

The actions in Goal 2 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new goal, which has been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

Adjustments to Desired Outcome(s):

The Desired Outcomes in Goal 2 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new actions, which have been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

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.

Goals and Actions

Goal

Goal #	Description
3	This Broad Goal addresses State Priority three, Parent and Family Engagement. The Oxnard School District will continue to work to improve communication with parents, community and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Panorama Survey	Staff 228 Responses 70% Responded favorably Families 1398 Responses 85% Responded favorably	Staff 287 Responses Families and Community 941 responses; 87% Responded favorably	Staff Responses Responded favorably Families 1561 Responses Responded favorably	Staff 198 Responses 54% Responded favorably Families 981 Responses 88% Responded favorably	Staff 750 Responses 85% Favorable Responses Families 3500 Responses 90 % Favorable Responses

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.
There were no substantive differences between planned actions and actions implemented.

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 were no material difference between budgeted expenditures and estimated actual expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective Actions:

3.1 Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework- The Oxnard School District implemented coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework. This initiative aimed to address the district's unduplicated student groups, who were among the lowest performers on state and local assessments and had low rates of parental engagement. Efforts focused on building parent capacity, empowerment, and advocacy through ongoing collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.2 Ensure and enhance our communication with families through the use of a variety of platforms- The Oxnard School District ensured and enhanced communication with families through various platforms. Recognizing that its unduplicated student groups were among the lowest performing on state and local assessments with low parental engagement rates, the district implemented strategies to improve communication. This included maintaining effective communication channels via the school website, email, text messages, and phone calls. Professional development was provided to Principals, Assistant Principals, and Office staff to update the website and utilize Parent-Connect for sending emails, texts, phone calls, and digital newsletters to families. Additionally, Blackboard and Blackboard Professional Development were utilized to support these communication efforts. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.3 Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members- The Oxnard School District revamped and maximized the accessibility of its website as a primary source of information for all families and community members. Acknowledging that its unduplicated student groups were among the lowest performing on state and local assessments with low parental engagement rates, the district took steps to improve engagement. A webmaster was contracted or hired to support the updating of the Oxnard School District website and school sites. This individual was responsible for managing both technical aspects and content, establishing protocols to ensure consistency across all OSD pages and sites. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.4 Equitable access for participation- The Oxnard School District improved equitable access for participation among its unduplicated student groups, who were among the lowest performers on state and local assessments with low parental engagement rates. To address these challenges, the district purchased Zoom to enhance communication, offer webinars, and support instructional activities. Based on the 2023

and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.5 Systems of Communication to Include the Voices of Our Different Parent Groups in the Design of Learning Experiences for Students and Families- The Oxnard School District established systems of communication to incorporate the perspectives of various parent groups in designing learning experiences for students and families. These efforts included updating the district webpage with accurate information across relevant departments and using platforms like Blackboard, Facebook, and Twitter for messaging to families. Videos were produced to showcase projects and information related to the student profile, shared widely within the community in English and Spanish, with translations in Mixteco when required. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.6 Ensure participation, involvement, and support of our African American, Mixteco, and English Learners parents in the different aspects of their children's education- The Oxnard School District ensured participation and support from African American, Mixteco, and English Learner parents in their children's education through interpreters, translation services, and a Parent Support Liaison. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.7 Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members- The district revamped and enhanced accessibility to its website to serve as a central information hub for families and community members. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.8 District Enrollment Center- The District Enrollment Center provided families critical access to information necessary for student success. The Enrollment Center Manager planned, organized, and directed its operations, overseeing staff training and evaluation, enrollment analysis and reporting, and the development of systems to support enrollment across all district school sites. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.9 Transition to High School- Parent workshops- The Oxnard School District provided student and parent workshops on transitioning to high school to support unduplicated student groups. These workshops, facilitated by ORCs and Counselors, were aimed at parents of students in Grades 5 and up, preparing them with essential information and support for the transition to high school, including A-G opportunities and requirements. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.10 Students Voice- The Oxnard School District established the Superintendent Fellows program, where a student representative from each school site collaborated with the superintendent to convey the student experience across the district. These representatives acted as conduits between the superintendent and their peers, ensuring student voices and choices were heard by district leadership. Based on the

2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.11 Special Education Parent Supports- The Oxnard School District implemented Special Education Parent Supports through the establishment of a monthly Special Education Community Council, which convened regularly to address specific needs and concerns of parents. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

3.12 Internal Communication Systems- The Oxnard School District enhanced internal communication systems to foster collaboration across the organization, recognizing the critical role of all members in improving outcomes for students. Effective communication was prioritized to facilitate cohesive operations, strengthen relationships, and align efforts toward enhancing academic, social, and emotional achievements for students and the community. Based on the 2023 and 2024 local assessment data, these actions effectively enhanced instruction and expanded learning opportunities for students. Based on the 2023-2024 data, this action helped the Oxnard School District move closer to achieving Goal 3 of the LCAP.

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

Goal three in the 2024-2025 LCAP will include actions funded through various sources, including LCFF, federal, state, and local funding. All actions will be aligned with the district's strategic plan.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it will align LCAP goals and actions with those outlined in the district's strategic plan. The 2024-2025 LCAP will include goals and actions not funded by LCFF and therefore, those goals will not be considered contributing or measured for the purposes of this plan.

For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices. Additionally, the equity study conducted by Orenda will provide insights to assess and identify actions and metrics for inclusion in the Oxnard School District's 2024-2025 Local Control Accountability Plan.

Adjustments to the Goal:

Goal 3 of the 2024-25 LCAP has been modified from the previous 2023-24 LCAP to align with the Oxnard School District Strategic Plan (EMPOWERS). The 2023-24 LCAP goal states: 'The Oxnard School District will continue to work to improve communication with parents, community and staff.' This goal has been updated in the 2024-25 LCAP to: 'Guidance and Support to Sites and District Departments: Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and

engagement in every classroom, in every school so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.'

Adjustments to Priorities:

The State Priorities reflected in Goal 3 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to align with the new goal. The 2023-24 State Priorities in Goal 3 included State Priority 3. These priorities have been updated in the 2024-25 LCAP to include State Priorities 2 and 8.

Adjustments to Metrics:

The metrics used to measure the effectiveness of actions in Goal 3 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to align with the new goal and actions. The 2023-24 metrics in Goal 3 included: The Panorama Survey. These metrics have been updated in the 2024-25 LCAP to include Renaissance STAR 360 and the percentage of students in grades 5 and 8 that met the Pathway to Biliteracy Award criteria.

Adjustments to Actions:

The actions in Goal 3 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new goal, which has been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

Adjustments to Desired Outcome(s):

The Desired Outcomes in Goal 3 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new actions, which have been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

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.

Goals and Actions

Goal

Goal #	Description
4	This Broad Goal Addresses all of the state priorities and district mission. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities. In addition, this goal supports and contributes to all previous district goals by ensuring that the operations of the district are aligned to the district's strategic plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT) Report – Qualifies for State Priorities	Data year: 2020-21 Rating: Good Repair Standard	Data year: 2021-22 Rating: Good Repair Standard	Data year: 22-23 Rating: 3 Instances where a facility Did Not Met Good Repair Standard	Data year: 23-24 Rating: Good Repair Standard	Maintain Good Repair Standard

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.
This broad goal was developed to support the districts mission and vision and all of the previous goals. There were no substantive differences in planned actions and actual implementation of these actions.
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 were no material difference between budgeted expenditures and estimated actual expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The purpose of this overarching goal was established to align with the mission and vision of the district and all preceding goals.

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

Goal four in the 2024-2025 LCAP will include actions funded through various sources, including LCFF, federal, state, and local funding. All actions will be aligned with the district's strategic plan.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it will align LCAP goals and actions with those outlined in the district's strategic plan. The 2024-2025 LCAP will include goals and actions not funded by LCFF and therefore, those goals will not be considered contributing or measured for the purposes of this plan.

For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices. Additionally, the equity study conducted by Orenda will provide insights to assess and identify actions and metrics for inclusion in the Oxnard School District's 2024-2025 Local Control Accountability Plan.

Adjustments to the Goal:

Goal 4 of the 2024-25 LCAP has been modified from the previous 2023-24 LCAP to align with the Oxnard School District Strategic Plan (EMPOWERS). The 2023-24 LCAP goal states: 'Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities. In addition, this goal supports and contributes to all previous district goals by ensuring that the operations of the district are aligned to the district's strategic plan.' This goal has been updated in the 2024-25 LCAP to: 'Family/Community Alliances for Student Success: Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students, as defined by the Oxnard Student Profile'

Adjustments to Priorities:

The State Priorities reflected in Goal 4 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to align with the new goal. The 2023-24 State Priorities in Goal 4 included all State Priorities. These priorities have been updated in the 2024-25 LCAP to only include State Priority 3.

Adjustments to Metrics:

The metrics used to measure the effectiveness of actions in Goal 4 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to align with the new goal and actions. The 2023-24 metrics in Goal 4 included: The Facility Inspection Tool (FIT) Report. These metrics have been updated in the 2024-25 LCAP to include the Panorama Family Survey.

Adjustments to Actions:

The actions in Goal 4 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new goal, which has been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

Adjustments to Desired Outcome(s):

The Desired Outcomes in Goal 4 of the 2024-25 LCAP have been modified from the 2023-24 LCAP to reflect the new actions, which have been developed to align with the Oxnard School District Strategic Plan (EMPOWERS).

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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
Oxnard School District	Dr. Anabolena DeGenna Superintendent	adegenna@oxnardsd.org (805) 385-1501

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it has aligned LCAP goals and actions with those outlined in the district's strategic plan. The 2024-2025 LCAP will include goals and actions not funded by LCFF; therefore, those goals will not be considered contributing or measured for the purposes of this plan. For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices.

With the alignment of the 2024-2025 LCAP and the Oxnard School District's strategic plan, the district ensures cohesiveness in all actions and initiatives that support its goals for improving student outcomes and fostering an inclusive learning environment for all students, including unduplicated student groups. These actions are funded through a combination of the Local Control Funding Formula (LCFF) and various state, federal, and local funding sources. By utilizing this diverse array of funding, the district can effectively address the needs of its diverse student population, ensuring targeted support and resources to enhance educational achievement and well-being across all schools.

The Oxnard School District, in the 2023-2024 school year, served over 13,000 students in Transitional Kindergarten (TK) to grade 8. The district feeds into the Oxnard Union High School District, alongside three other elementary school districts. The city of Oxnard is approximately 60 miles northwest of downtown Los Angeles and 35 miles south of Santa Barbara. Oxnard is currently the largest city in Ventura County with a population of over 200,000, making it the 22nd largest city in California and 124th largest in the United States. The city was founded by prosperous agricultural opportunities, which attracted many immigrant workers and their families. Although the city has evolved, it has a thriving economy that continues to include agriculture, as well as other industries, such as defense, manufacturing, and tourism.

During the 2023-2024 school year, 90% of the student population of the Oxnard School District was considered socioeconomically disadvantaged. The district's demographics for the 2023-2024 school year were as follows: 95% Hispanic/Latino, 2.79% White, 0.76% African American, 0.75% Asian, 0.85% students who identify as having two or more races, 0.04% American Indian, and 0.14% Pacific Islander. Emergent Multilingual Learners (EML) comprise a large percentage of the district. In the 2023-2024 school year, 44.3% of students were considered Emergent Multilingual Learners (EMLs) or English Learners (ELs), most of which reported Spanish as their primary language. Nonetheless, one of the characteristics that makes Oxnard unique is the growing number of Latinx students who have Mixteco and Zapotec as a native language.

The Oxnard School District comprises 21 schools, including San Miguel Preschool offering special education services, 10 TK-5th grade elementary schools, 7 TK-8th grade schools, and 3 comprehensive middle schools for grades 6 to 8. Among these, 2 of the 3 comprehensive middle schools, 6 of the 7 TK-8th grade schools, and 4 elementary schools offer Spanish Biliteracy (Dual Language Immersion) Programs. Following a 50/50 model, the district's Biliteracy Programs are aimed at promoting linguistic fluency and academic success in multiple languages. These initiatives align with California Department of Education programs including the EL Roadmap, which seeks to equip students with world language skills to engage with diverse cultures and succeed in the global economy. Biliteracy instruction is guided by the district's standards-based interdisciplinary units, designed in accordance with each grade's language allocation plan and content standards.

The district recognizes the profound responsibility it carries in preparing students for the ever-evolving landscape of a global society. In spring 2020, key areas of focus were identified, laying the foundation for a new strategic plan. A meticulously crafted student profile embodying aspirations for every learner was adopted by the school board, setting a clear trajectory for the district's future. The journey continued in 2022, as the district refined its vision and mission to align with the evolving needs of students. Collaborating with community partners and educational experts the district articulated the strategic plan, branding it with the term "EMPOWERS." This encapsulated the district's commitment to Excellence through Multilingualism, Possibility, Opportunity, Equity, Respect, and Scholarship (EMPOWERS). Oxnard EMPOWERS symbolizes the district's strategy, aimed at significantly enhancing educational outcomes for all students.

Aligned with its strategic plan, the district emphasizes a rigorous curriculum aligned with the CA Common Core State Standards (CCSS) and frameworks. Extensive professional development opportunities and coaching are offered to all teachers to enhance their pedagogy and practice. Weekly collaborative planning time enables teachers to share best practices, develop common assessments, analyze data, and plan instruction to implement standard-aligned, rigorous lessons. Furthermore, teachers participate in grade-level Professional Learning Communities (PLCs) to improve instruction. Teachers on Special Assignment (TOSAs) provide professional development and support in literacy, biliteracy, math, science, social science, inclusive practices, and educational technology. Intervention Service Providers (ISPs) and Literacy Intervention Teachers (LITs) ensure targeted intervention for students, supported by data, at each school site.

Moreover, the Oxnard School District has adopted the Multi-Tiered System of Supports (MTSS) framework. This approach aims to benefit all students while also enhancing tier 2 supports through the RTI and PBIS models, which address both academic and socio-emotional needs. This strategic initiative ensures that every student, regardless of their individual needs or backgrounds, receives a high-quality education. By paying special attention to tier 1 lesson design through integrating UDL principles into their curriculum and instructional methods, and bolstering targeted support for students in need of tier 2 instruction, the district seeks to accommodate diverse learning styles and offer multiple avenues for students to engage with and demonstrate their learning.

In addition, the Oxnard School District offers a comprehensive range of special education services aimed at supporting students with disabilities. Their mission emphasizes providing inclusive environments and a continuum of programming to meet diverse needs. Services include self-contained classrooms for mild to severe disabilities, specialized programs for autism and social-emotional needs, support for deaf/hard of hearing and visually impaired students, and a team of behavior specialists and paraeducators. Program specialists mentor teachers in curriculum, instruction, and behavior management, while special education managers handle administrative tasks. The district has also introduced a Teacher on Special Assignment to assist General Education Teachers in inclusive practices.

Furthermore, to address the various needs of students for overall wellness and social-emotional health, the district has resources in place including, but not limited to, a community-based Wellness Collaborative; full-time nurses; extensive wrap-around services to address the needs of the whole child, and additional school level support to provide improved services to families and staff. Additionally, every school site is staffed with at least one full-time School Counselor and an Outreach Specialist who acts as a school-community liaison, while offering other support services to the district families. In recent years, the district has increased the number of Social Workers to ensure necessary services to support the district's students and families.

The district's commitment to student enrichment extends far beyond regular school hours. Through programs such as the After School Education Program (ASES) and the Expanded Learning Opportunity Program (ELOP), students from kindergarten through eighth grade are provided with a rich array of opportunities to further their academic and social-emotional growth. The district's after-school programs offer enrichment opportunities inclusive of mathematics, literacy, engineering, science, technology, and the arts. High-interest learning opportunities include Lego creations, dancing, robotics, and culinary education. In addition, there are 3 seasons of sports offered across schools and grades. Furthermore, the district has been successful in offering summer learning opportunities as well as spring camps for all students. Activities in the summer and Spring have included overnight science camps, and day field trips to California's Disneyland Parks to explore theme park engineering.

Recognizing the immense value of its community, the district has dedicated significant effort over the past several years to foster robust family and community engagement. This endeavor has been facilitated through the utilization of the California Family Engagement Network Toolkit. In recognition of the close connection between parent/family engagement and student success, the district has also focused on the expansion of parent advisory groups to include an African American Steering Committee, which includes members of the community and higher education partners; the African American Parent Advisory Group; the Mixteco Steering Committee, which includes members of the community and organizations that support and provide resources to parents; the Mixteco Parent Advisory Group; a newly formed Asian and Pacific Islander Parent Group; and the District English Learner Advisory Committee (DELAC).

Future plans include strengthening project-based learning across the various schools to align with the district's student profile traits and fostering well-rounded and empowered learners. By integrating project-based learning into the curriculum, the district aims to provide students with meaningful learning experiences that connect classroom learning to real-world challenges while integrating language arts, math, content, and technology. This approach empowers students to take ownership of their learning, preparing them for success in college, careers, and beyond. Through continued collaboration with educators, families, and the community, the Oxnard School District is committed to providing an innovative and student-centered education that prepares students for a rapidly changing world.

The Oxnard School District is committed to providing a comprehensive education that empowers students to excel academically and thrive socially and emotionally. The district's strategic plan is aligned with California's educational vision, including incorporating the pedagogical practices found within content frameworks and the CA Roadmap for English Learners. Through its strategic plan, the district aims to ignite students' passion for learning, transform classroom practices, nurture supportive communities, and embrace effective approaches to translate values into action. By implementing OSD EMPOWERS, the district is committed to preparing students to succeed in a dynamic world, fostering their confidence, compassion, and ability to positively impact society, ensuring Oxnard School District students can become "Inspired, Accomplished, Multilingual Global Citizens – In School and Beyond."

Reflections: Annual Performance

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

The English Language Arts (ELA) proficiency data reflected in the CA Dashboard reveals several key insights necessitating focused attention and targeted interventions. Overall, the district's ELA proficiency remains concerning, with 57.2 points below standard, maintaining a consistent trend from the previous year. Notably, English Learners (ELs) or Emergent Multilingual Learners (EML) and students with disabilities face significant challenges, with proficiency levels 77 and 132.7 points below standard, respectively. While there have been slight declines in these gaps, they underscore the urgent need for tailored support services and instructional strategies to address diverse learning needs. Similarly, foster youth exhibit a notable proficiency gap of 116.3 points below standard, necessitating specialized interventions to support their academic and socio-emotional well-being. African American and Hispanic groups also face considerable disparities, indicating the importance of implementing culturally responsive teaching practices and targeted academic support initiatives. Furthermore, the data highlights the impact of socioeconomic factors, with homeless and socioeconomically disadvantaged students exhibiting significant proficiency gaps despite slight fluctuations. The district will continue to bolster wraparound services to address the underlying barriers to learning faced by these student populations. Moreover, disparities within student groups underscore the need for equity-focused initiatives within the district to ensure all students have equitable access to high-quality first instruction and support services. Incorporating these insights into the district's plan will enable the Oxnard School District to strategically address proficiency gaps and advance towards improved outcomes for all students.

In analyzing the math achievement data for the district, several key trends emerge across student demographics. Overall, all students in the district are performing, on average, 90.8 points below the standard, with an 8.7 points from the previous year. However, this improvement is not uniform across all groups. African American students, for instance, are facing significant challenges, with their average performance now 99.7 points below standard, representing a decline of 11.5 points. To address this concerning trend, targeted interventions and support

systems will be implemented specifically tailored to address the decline among African American students. English Learners (ELs) or Emergent Multilingual Learners (EML), while still significantly below the standard at 104.5 points, have shown improvement, although slight, with a 4.9-point increase. Foster youth and homeless students are facing even greater challenges, with averages of 125.1 and 105 points below standard, respectively. Despite recent improvements, targeted support services need to be enhanced for these populations, addressing both academic and socio-emotional needs. Hispanic students, who make up a significant portion of the district, also show improvement but still lag significantly below the standard at 94.5 points. Culturally relevant pedagogy and increased family engagement strategies should be prioritized to support this demographic. While White students have improved, their average performance remains below the standard at 49.8 points, indicating the need for continued efforts to ensure equitable access to resources and opportunities. Lastly, Asian students are performing above the standard, with a recent increase of 22.6 points. Leveraging the success of Asian students as a model for best practices, initiatives promoting diversity and inclusivity will be encouraged across the district.

Overall, chronic absenteeism in the district has shown a decline of 1.6%, yet 27.2% of students are still chronically absent. Delving deeper into the subgroup data reveals varied experiences. Notably, Asian students have experienced a concerning increase in absenteeism, rising by 5.5% to a rate of 20.8%. In contrast, absenteeism among African American students has significantly decreased by 8.8%, now at 23.7%. This substantial reduction suggests that targeted interventions can be highly effective. English Learners (ELs) or Emergent Multilingual Learners (EML), encompassing 7,666 students, have seen a reduction in their absenteeism rate by 2.2%, now at 24.8%. Foster youth, although showing a 5.7% decline, still have a high absenteeism rate of 38.7%, indicating the need for continued and specialized interventions. Similarly, the Hispanic population's absenteeism rate stands at 27.4%, with a decrease of 1.6% among a group of 13,611 students, showing slight progress but also room for further action. The socioeconomically disadvantaged group has a chronic absenteeism rate of 27.7%, with a reduction of 2%, showing a similar need for ongoing support. Students with disabilities, presenting one of the highest rates of absenteeism at 37.5%, have only seen a minor decrease of 1.2%. White students have also seen a modest decrease in their absenteeism rate by 1%, now at 26.4%. The homeless student population absentee rates stands at 27.4% but has decreased by 3.8%. This subgroup's decrease is promising but highlights the ongoing challenges faced by homeless students in maintaining regular attendance. The analysis of chronic absenteeism across various student subgroups within our district highlights areas of both progress and ongoing concern. While we celebrate the reductions achieved, the data compels us to intensify our efforts in areas where students continue to struggle with high absenteeism. Moving forward, our district will enhance targeted interventions for subgroups with increasing or persistently high absenteeism rates. Strategies will include increasing community and parental engagement to address underlying factors contributing to absenteeism, improving support services for at-risk students, and ensuring resources are directed effectively, especially towards the most vulnerable groups.

In addition, the California dashboard data for the Oxnard School District reveals several notable trends regarding suspension rates among different demographic groups. Overall, the district's suspension rate stands at 4.9%, with a maintenance rate of 0.2%. While the suspension rate for White students has increased by 2.3% to 5.7%, accounting for 420 students, African American students also experienced a rise in suspension rates, although a smaller increase of 0.9% to also reach 5.7%. English Learners (ELs) or Emergent Multilingual Learners (EML) saw their suspension rate increase by 0.6% to 4.2%, indicating a need for additional support. However, Foster youth experienced a decline in suspension rates by 5.9% to 11.3%, highlighting progress in supporting this vulnerable demographic. Hispanic students maintained a suspension rate of 4.9%, with a maintenance rate of 0.1%. Socioeconomically disadvantaged students saw a slight increase in suspension rates by 0.3% to 5.2%. Homeless students also experienced a decline in suspension rates by 0.5% to 5.7%. Conversely, students with disabilities saw a decline in suspension rates by 1% to 6%, affecting 2,765 students. Notably, Asian students had 0% suspension incidents,

highlighting potential strategies or practices that could be shared and replicated across the district. Strategies to address these disparities include the implementation of restorative practices, cultural competency training for staff, expansion of support services for vulnerable populations, strengthening family and community engagement, and ongoing monitoring and evaluation of interventions to reduce suspension rates and promote an inclusive school environment where all students can thrive. Implementing PBIS frameworks, reviewing and revising discipline policies, providing trauma-informed practices, and continuous monitoring and analysis of suspension data are also crucial steps. Through these efforts, the Oxnard School District will work towards reducing suspension rates and creating a supportive, inclusive, and equitable learning environment for all students.

School(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Cesar E. Chavez ES (All student in lowest performance level) – ELA
Elm Street ES (All student in lowest performance level) – ELA
Emilie Ritchen ES (All student in lowest performance level) – Chronic Absenteeism
Harrington ES (All student in lowest performance level) – Chronic Absenteeism
Juan Lagunas Soria ES (All student in lowest performance level) – Chronic Absenteeism
Kamala E (All student in lowest performance level) – Suspension Rate, Chronic Absenteeism
McKinna ES (All student in lowest performance level) – ELA
Norman R. Brekke ES (All student in lowest performance level) – Chronic Absenteeism
Ramona ES (All student in lowest performance level) – ELA
Dr. Manuel M. Lopez (All student in lowest performance level) – Chronic Absenteeism
Fremont Academy (All student in lowest performance level) – ELA, Suspension Rate, Chronic Absenteeism
RJ. Frank Academy (All student in lowest performance level) – Math, Suspension Rate

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Emergent Multilingual Learners/Students Learning English (EL) – ELA
Youth in Foster Care (FY) – ELA
African American (AA) – Math
Students Receiving Special Education Services (SWD) – ELA
White (WH) – Suspension Rate
Multiple Races (MR) – Suspension Rate
Asian (AS) – Chronic Absenteeism

Student group(s) within school(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Cesar E. Chavez ES: ELA – ALL, EL, SED, SWD, HI
Current ES: ELA – EL SWD; Math – SWD
Driffill ES: ELA – SWD; Suspension Rate – SWD

Elm Street ES: ELA – ALL; Chronic Absenteeism – HOM
 Emilie Ritchen ES: ELA – SWD; Chronic Absenteeism – ALL
 Harrington ES: ELA – SWD; Chronic Absenteeism – ALL
 Juan Lagunas Soria ES: ELA – SWD; Math – EL, SWD; Suspension – EL, SED, SWD, HI; Chronic Absenteeism – ALL
 Kamala ES: ELA – EL, HOM, SWD; Suspension Rate – ALL; Chronic Absenteeism – ALL
 Lemonwood ES: ELA – EL, HOM, SWD; Math – EL, SED, SWD; Chronic Absenteeism – HOM
 Marina West ES: ELA – SWD; Math – SWD
 McKinna ES: ELA – ALL; Math – SWD; Chronic Absenteeism – EL, SWD
 Norman R. Brekke ES: Chronic Absenteeism – ALL
 Ramona ES: ELA – ALL; Math – SWD
 Rose Avenue ES: Math – SWD; Chronic Absenteeism – SWD
 Sierra Linda ES: ELA – EL, SWD; Math – SWD
 Thurgood Marshall ES: Math – EL, SWD; Suspension Rate – HOM
 Dr. Manuel M. Lopez: ELA – SWD; Chronic Absenteeism – ALL
 Fremont Academy: ELA – ALL; Suspension Rate – ALL; Chronic Absenteeism – ALL
 RJ. Frank Academy: ELA – EL, SWD; Math – ALL; Suspension Rate – ALL

Addressing State Priority 7A (Access to a Broad course of study):

To ensure that students in the Oxnard School District have access to and are enrolled in a broad course of study, the Educational Services Department monitors master schedules for all schools and collaborates with schools to build appropriate courses. Additionally, the department provides a content allocation plan for all biliteracy schools to ensure that correct courses are integrated into daily schedules. School principals request and collect teacher schedules and monitor the implementation of standards through regular classroom visits and benchmark assessments. Furthermore, the Educational Services Department conducts a master schedule audit to review student enrollment in required courses, including English Language Development (ELD).

All school master schedules are developed uniformly, and all students receive standards-based instruction across all content areas. Thus, avoiding, disparities in student access. The district collaborates with each school to develop master schedules that meet the needs of all students. The district has also hired Teachers on Special Assignment (TOSAs) in the areas of Science, Math, Literacy, Biliteracy, Instructional Technology, Social Studies, and ELD. These TOSAs work collaboratively with schools to ensure all students have access to these subjects and support teachers in strengthening their skills.

Upon enrollment, all students in the Oxnard School District are offered the option to participate in a Biliteracy Program. Currently, there are ten Biliteracy Programs within the district. These programs feature instructional units that address literacy standards alongside Science and Social Studies. Additionally, the district has a STEAM (Science, Technology, Engineering, Arts, and Mathematics) strand focus at many schools, offering students opportunities to explore these areas through courses, electives, and clubs. The district's after-school program provides students with access to enrichment opportunities in science, music, and the arts.

The only identified challenge involves students who require both ELD and an elective. To address this, middle schools have implemented an AVID Excel program aligned with ELD standards, ensuring Long-Term English Learners (ELs) can receive both ELD instruction and an elective. The district is also exploring the possibility of offering zero-period classes to allow all EL students to take both ELD and elective courses. The district continues to refine these efforts to increase student participation. To promote equity and access, parents are provided with choices of schools and programs, and transportation is available. Schools offer intervention opportunities before and after school to extend learning time without disrupting core instruction, prioritizing students in unduplicated student groups. The district also offers enrichment programs after school and during the summer to expand learning.

The Oxnard School District continues to partner with external agencies to ensure students receive a broad course of study, including access to Art and Music. The district will maintain its commitment to analyzing master schedules at each site to ensure all students have access not only to a broad curriculum but also to diverse, heterogeneous learning environments. At the middle school level, OSD has expanded AVID Excel opportunities and is considering zero-period classes to provide students with more flexibility in their schedules. The district will continue to review schedules for all student groups and strengthen its Dual Language programs as they expand, offering more students the chance to participate. Additionally, students in the Biliteracy Program have the opportunity to take the AP Spanish exam in 8th grade, broadening their course options when they transition to high school.

Reflections: Technical Assistance

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

N/A

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.

Fremont Academy of Environmental Science and Innovative Design

Support for Identified Schools

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

The Oxnard School District will support Fremont Academy in developing and implementing its Comprehensive Support and Improvement (CSI) plan. This support will focus on a school reform model aimed at improving student outcomes in areas such as chronic absenteeism, suspension rates, and academic performance in English language arts and mathematics.

To inform the CSI plan, the district will leverage its internal systems, programs, and personnel. Key components of a CSI plan, such as comprehensive needs assessment, educational partner involvement, and addressing resource inequities, are already integrated into the School Plan for Student Achievement (SPSA) template. Consequently, the Fremont SPSA will serve as the CSI plan. The Leadership Team and School Site Council of Fremont Academy will develop and monitor this plan with guidance and support from the Director of School Performance and Student Outcomes, who will also act as their CSI Coordinator. Continuous data analysis from benchmark assessments will help determine student needs. Teachers will have Professional Learning Community (PLC) time and separate common planning time weekly to plan instruction. Additionally, a robust Multi-Tiered System of Supports (MTSS) will be implemented to ensure student needs are met, with guidance and support provided by the Director of Pupil Services.

The district will support academic intervention programs for Fremont students. Its professional development plan includes training on evidence-based instructional strategies, mathematics and comprehensive literacy, district-mandated academic programs and software, district data systems, Positive Behavioral Interventions and Supports (PBIS), the MTSS process, and social-emotional programs and strategies. Site Administrators will participate in this professional development and receive additional training to enhance their skills as instructional leaders through a consultant. Furthermore, a comprehensive family and community engagement plan will involve various members, such as the District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Advisory Committee (PAC), Parent-Teacher Association (PTA), the African-American Parent Group, the Mixteco Parent Group, the Asian-American, Pacific Islander Parent Group, and Project2Inspire.

In addition to the district's internal support systems and services, CSI funds have been allocated to contract with an external provider, Orenda Education, to support Fremont Academy in its CSI plan development and implementation. Orenda Education employs the Teach, Lead, Counsel (TLC) approach, which aims to create equity-based systemic changes in schools, ensuring continuous and sustainable improvement. The TEACH component focuses on building a powerful teaching and learning system by designing grade-level curricula, common assessments, and instructional strategies while enabling educators to reflect on and reassess their methods. The LEAD component enhances the capacity of site and district leaders through a scholarly and technical approach, supporting school conditions that enable staff and students to achieve their targets. The COUNSEL component strengthens the student support services division within the school community, where staff use actionable college readiness indicator data through Orenda's monitoring software to track student progress toward college and career readiness.

Monitoring and Evaluating Effectiveness

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

To effectively monitor and evaluate the implementation of the CSI plan and support student and school improvement efforts, the Oxnard School District has established a structured framework. The CSI Coordinator, serving as the District Director of School Performance and Student Outcomes, will actively participate in Fremont Academy's School Site Council (SSC) and Leadership Team meetings on a regular basis. Their primary responsibility will be to oversee and assess the progress of the CSI plan using a designated monitoring tool designed specifically to measure advancements toward predetermined metrics. Additionally, to ensure comprehensive oversight and support, a representative from the external technical support provider, Orenda Education, will be invited to these meetings to provide updates and pertinent information.

These meetings will focus on evaluating the effective utilization of CSI funds to achieve the outlined grant objectives. Integral to this evaluation process will be the collection and analysis of key outcome data aimed at informing ongoing decision-making and assessing the efficacy of the school's CSI strategies. This data includes academic achievement metrics such as CAASPP results in English Language Arts (ELA) and Mathematics, disaggregated to include all student subgroups. Furthermore, local benchmark data from STAR Reading and STAR Math assessments will provide insights into student progress and identify areas needing improvement.

To gauge student engagement and behavior trends, metrics such as attendance rates, chronic absenteeism rates, and suspension rates will be closely monitored. Additionally, Panorama survey results will be used to assess student social-emotional learning and well-being, as well as levels of parent engagement and satisfaction with school initiatives. Regular dissemination of these outcomes and findings will occur during SSC, English Learner Advisory Committee (ELAC), Site Leadership, and staff meetings. This collaborative approach ensures that all stakeholders are well-informed about the progress of the CSI plan, facilitating informed decision-making and allowing for adjustments as needed to continuously enhance student outcomes and school effectiveness.

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; Principals; Administrators; Other School Personnel; Local Bargaining Units of the LEA; Parents; Students; SELPA Consultation	The LCAP process and draft were shared with various parent and community groups, including the District's English Language Advisory Committee (DELAC), the Parent Advisory Committee (PAC), the African American Advisory Committee, the Mixteco Parent Advisory Committee, the Asian American and Pacific Islander Parent group.

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

The Oxnard School District believes that educating and supporting our children is a shared responsibility. Therefore, input and engagement from educational partners are crucial to the LCAP development process. The LCAP committee for the 2024-2025 term comprises diverse educational partners, including district administrators representing all district departments, middle school administrators, K-5 administrators, members of the Oxnard Educators Association (OEA), members of the Oxnard Supportive Services Association (OSSA), members of the California School Employees Association (CSEA), and families. To engage this committee, three LCAP meetings were held with the purpose of sharing the LCAP process, presenting district data, gathering input on the district's needs from the perspective of different educational partners, and ultimately sharing the team's recommendations to be addressed in the 2024-2025 LCAP.

Data specific to the needs of each group was collected, with Special Education representatives present at parent group meetings to provide information and gather feedback on special education programs. Furthermore, LCAP Panorama surveys were created for both the community and families in English and Spanish, while a separate survey was designed for staff. These surveys were shared during LCAP meetings, posted on the district website, emailed to staff, and distributed through Parent Square to all families.

Staff input was also gathered through ongoing Curriculum Council meetings, providing teachers with an opportunity to provide feedback and input on instructional needs aligned with State Priorities. Additionally, the Education Services Department hosted three biliteracy teacher focus groups to address concerns and gather feedback related to biliteracy. This resulted in feedback related to professional development aimed at supporting teachers in implementing the district's biliteracy framework.

Student voices and input were solicited through monthly meetings with the Superintendent Fellows, a group comprised of a student representative from every school site. These meetings allowed students to provide input on their experiences, make recommendations for improvement, and offer feedback on district programs. Additionally, data was also gathered through Student Panorama Surveys.

The LCAP was presented at a Public Hearing on June 5, 2024 and for School Board Adoption on June 26, 2024. No public comments or questions were received that required written responses from the superintendent. The Special Education Local Plan Area (SELPA) was also involved in consulting on activities aligning with the district's LCAP discussions and development. The Special Education results from the Special Education Report, prepared by School Services of California were also used in determining actions that would improve the services we provide our students in need of additional academic and social-emotional support through the Multi-Tiered System of Support.

Feedback from various educational partners highlighted several trends aligned with LCFF State Priorities. These included the need for additional resources to address student learning, suggestions for individualized student support, requests for teacher training on evidence-based practices, the importance of arts education, and the need for increased social and emotional support for students. Additionally, concerns were raised regarding challenging behaviors and the need for a systematic approach to discipline, along with requests for more professional growth opportunities and improved district-wide communication channels. All input from the district's educational partners are reflected in all goals of the 24-25 LCAP.

Throughout the process, efforts were made to ensure comprehensive engagement and collaboration among all educational partners to address the diverse needs of the Oxnard School District community. Educational partners' input greatly influenced the process of developing the 24-25 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Academic Engagement and Achievement: Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices. (SP 1.1) HIGH INTELLECTUAL PERFORMANCE (SP 1.2) STRENGTHENING INSTRUCTION & STUDENT ENGAGEMENT (SP 1.3) STUDENT PROFILE-DRIVEN LESSON DESIGN (SP 1.4) MULTILINGUALISM (SP 1.5) TECHNOLOGY	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been developed in alignment with the Oxnard EMPOWERS Strategic Plan Goal 1, which focuses on Improving Student Academic Engagement and Achievement. The Oxnard School District recognizes the imperative to significantly accelerate student engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices. The district is confident that through evidence-based first instruction relevant to our students' experiences, teachers will deliver the rigorous instruction necessary for student success. Current student data underscore the urgent need for the Oxnard School District to enhance the academic achievement of all students, including English Learners, Foster Youth, Low-Income students, and student groups experiencing performance gaps. The district's overall growth has been relatively stagnant since 2015, with the percentage of students meeting or exceeding academic standards significantly trailing behind that of the county and state averages. Additionally, the 2023 Local Indicator Self-Reflection Tool identified areas for growth, which will also be addressed within this goal. To effectively monitor progress toward achieving goal 1, the district will utilize statewide and local assessment metrics that can be disaggregated by student group, ensuring that all student demographics are addressed and held to high standards. Various data sources, including the CA Dashboard results, statewide assessment outcomes, reclassification rates, the Panorama Staff Survey, and the percentage of students with IEPs served within the regular classroom, will be used to track progress. These metrics will enable the district to measure and monitor year-to-year growth for all students, including those with performance gaps.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Panorama - Staff Survey Percentage of staff responding “Yes, most of the time or all the time” (State Priority 7B)	Source: 2023-24 Panorama Report District Providing Services to Unduplicated pupils: 68%			Source: 2026-27 Panorama Report District Providing Services to Unduplicated pupils: 90%	
1.2	Statewide Assessment - SBAC English Language Arts (ELA) Percent of All Grades students Met or Exceed Standard for ELA (State Priority 4A)	Source: 2022-23 DataQuest ALL: 28.8% EL: 10.80% FY: 21.05% HOM: 19.39% SED: 26.24% SWD: 5.73%			Source: 2025-2026 DataQuest ALL: 50% EL: 30% FY: 40% HOM: 40% SED: 45% SWD: 25%	
1.3	Statewide Assessment - SBAC Mathematics Percent of All Grades students Met or Exceed Standard for Math (State Priority 4A)	Source: 2022-23 DataQuest ALL: 18.35% EL: 8.78% FY: 15.79% HOM: 12.85% SED: 16.53% SWD: 3.44%			Source: 2025-2026 DataQuest ALL: 40% EL: 30% FY: 35% HOM: 35% SED: 35% SWD: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Statewide Assessment - California Science Test (CAST) Percent of All Grades students Met or Exceed Standard for Science (State Priority 4A)	Source: 2022-23 DataQuest ALL: 14.44% EL: 1.63% FY: Student group too small to report HOM: 6.91% SED: 12.64% SWD: 3.14%			Source: 2025-26 DataQuest ALL: 35% EL: 20% FY: Student group too small to report HOM: 30 SED: 35% SWD: 20%	
1.5	English Learner Proficiency/Summative ELPAC Percentage of students at each overall performance level (State Priority 4E)	Source: 2022-23 DataQuest Level 1: 18.55% Level 2: 29.83% Level 3: 36.43% Level 4: 15.19%			Source: 2025-26 DataQuest Level 1: 10% Level 2: 20% Level 3: 30% Level 4: 40%	
1.6	English Learner Reclassification Rates (State Priority 4F)	Source: 2023-24 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 27% Grades K-2 ALL: 0% Grades 3-8 ALL: 27%			Source: 2026-27 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 50% Grades K-2 ALL: 5% Grades 3-8 ALL: 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class (State Priority 7C)	Source: 2023-24 Fall CALPADS Report 16.13 <40% ALL: 19.47% 40% - < 80% ALL: 24.13% ≥80% ALL: 52.16%			Source: 2026-27 Fall CALPADS Report 16.13 <40% ALL: 15% 40% - < 80% ALL: 18% ≥80% ALL: 62%	
1.8	Statewide Assessment: ELA Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard All: -57.2 EL: -77 FY: -116.3 HOM: -84.8 SED: -63.6 SWD: -132.7 African American: -54.6 Hispanic: -60.5 White: -19.3 Two or More Races: -3.3 Asian: 25 Filipino: 28.7			Source: 2025-2026 CA Dashboard All: -25 EL: -35 FY: -50 HY: -40 SED: -30 SWD: -60 African American: -20 Hispanic: -30 White: -5 Two or More Races: 10 Asian: 40 Filipino: 45	
1.9	Statewide Assessment: Math Students meeting grade-level standards on the Math assessment	Source: 2022-23 CA Dashboard All: -90.8 EL: -104.5			Source: 2025-2026 CA Dashboard All: -45 EL: -50	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	based on distance from standard (DFS) (State Priority 4A)	FY: -125.1 HOM: -105.3 SED: -96.5 SWD: -158.5 African American: -99.7 Hispanic: -94.5 White: -49.8 Two or More Races: -41.8 Asian: 18.2 Filipino: 3.4			FY: -60 HOM: - 50 SED: -45 SWD: -80 African American: -45 Hispanic: -45 White: -25 Two or More Races: -20 Asian: 30 Filipino: 15	
1.10	These priorities are specifically designed for high-school and do not apply to TK-8 school districts: A-G requirements completion (State Priority 4B) Career technical education sequences completion (State Priority 4C) A-G and CTE course requirements completion (State Priority 4D) AP exam with score of 3 or higher (State Priority 4G)	N/A			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Participation and demonstration of college preparedness (e.g., EAP) (State Priority 4H)					
	High school dropout rates (State Priority 5D)					
	High school graduation rates (State Priority 5E)					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Incentives and Recognitions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Aligned with the district's strategic plan and reflective of its student profile, this action focuses on implementing incentives tailored for unduplicated student groups. It aims to motivate and encourage students by emphasizing the importance of continuing their career and/or college paths, consistent with the district's strategic goal to foster a college-going culture and promote post-secondary education. This approach underscores the district's commitment to nurturing the holistic development of our unduplicated student groups, in accordance with the student profile traits of the Oxnard School District. This action includes gowns for eighth grade promotion ceremonies, the pathway towards biliteracy as well as other academic incentives and recognitions. Progress will be tracked through state metrics and assessments (SP 1.2.1).	\$56,500.00	Yes
1.2	Youth Cinema Project	The Oxnard School District's unduplicated student groups, which constitute more than 90 percent of the district's student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Aligned with the district's strategic plan and reflective of its student profile, the Youth Cinema Project (YCP) is a project-based learning initiative that aims to cultivate competent, resilient,	\$200,811.00	No

Action #	Title	Description	Total Funds	Contributing
		real-world problem solvers. It serves as a bridge across the achievement and opportunity gaps by fostering lifelong learners and nurturing the multicultural future of the entertainment industry. This action will be monitored through state metrics and assessments (SP 2.1.3).		
1.3	Expansion of the Arts	The Oxnard School District's unduplicated student groups, which constitute more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves allocating resources to support a diverse array of arts instruction, encompassing technology, visual arts, music, theater, and dance. By investing in the district's arts program, the district aims to ensure equitable access to high-quality arts education that fosters creativity, critical thinking, and cultural appreciation among all unduplicated student groups. With this action, the district seeks to enhance the educational experience of its unduplicated student groups and cultivate a vibrant arts community within the district, in alignment with the district's strategic plan. This action will be monitored through site master schedules (SP 1.2.3).	\$356,997.00	No
1.4	Teachers for the Arts	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework,	\$2,222,937.00	No

Action #	Title	Description	Total Funds	Contributing
		parent and community engagement, and mental health services, while benefiting all students within the district. By hiring teachers to support arts instruction, the district aims to enhance unduplicated student groups' musical proficiency, foster a deeper appreciation for music, and develop valuable skills such as discipline, focus, and creativity. Through this action, the district is committed to providing unduplicated student groups with a well-rounded education that includes robust opportunities to participate in the arts, contributing to their overall academic success and personal development. This action will be monitored through site master schedules (SP 1.2.3).		
1.5	Implementation and Expansion of Biliteracy	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will continue to develop and refine coherent TK-8 multilingual pathways in alignment with its Strategic Plan. The district will maintain its established plan to transition seven of its schools to full biliteracy sites while adding and developing strands in two of its three comprehensive middle schools. The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students (SP 1.2.3).	\$57,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Expand Primary Language Classroom and Site Libraries	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Expanding the primary language libraries and instructional resources at school sites, classrooms, and homes is essential for promoting inclusivity and supporting diverse learners within the district. This action not only fosters a sense of belonging and validation among unduplicated student groups but also facilitates their academic success by ensuring that they can access learning materials in a variety of languages. This action plays a crucial role in creating equitable learning opportunities for all unduplicated student groups and fostering a supportive educational ecosystem where every learner can thrive. This action will be monitored through state metrics and assessments (SP 1.4.6).	\$120,000.00	Yes
1.7	Renaissance Software	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Renaissance Star Assessment Program is employed across the district as an assessment tool to identify unduplicated student groups for intervention placement and	\$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leveled instruction. In addition, another aspect of this program is its role as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Furthermore, the Accelerated Reader Program is utilized to bolster reading comprehension and fluency. The use of the myON program further enhances reading comprehension, accessed through 1:1 devices both at school and at home. This action will be monitored through state metrics and assessments (SP 1.5.1).		
1.8	Learning Management System	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments (SP 1.5.1).	\$20,000.00	Yes
1.9	Data Management Systems	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and	\$377,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data management systems including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately monitor student progress and inform instructional actions, including intervention and enrichment. Progress will be tracked through state metrics and assessments (SP 1.5.1).		
1.10	Portfolio Management System: Transitional Kindergarten	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides TK educators access to tools that enable accurate documentation of student progress across various domains. Teachers will input observational data and evidence of student learning, facilitating ongoing assessment and personalized instruction tailored to benchmarks. Student portfolios facilitate efficient communication with parents, offering real-time updates on their child's developmental milestones and academic achievements. This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic development among TK unduplicated student groups district-wide. Progress will be tracked through state metrics and assessments (SP 1.5.1).	\$16,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Implementation of Grade-Level Standards	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the implementation of grade-level standards for unduplicated groups is vital for promoting equity and academic excellence. Unduplicated groups, which include English learners, low-income students, and foster youth, often face systemic challenges that hinder their academic performance. By rigorously adhering to grade-level standards, the district ensures that all students receive a consistent, high-quality education that prepares them for future academic success and closes achievement gaps. Implementing these standards provides a clear framework for what students should know and be able to do at each grade level, enabling targeted instruction that meets their unique needs. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1)	\$20,000.00	Yes
1.12	Alignment of State Standards and Local Assessments	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benefiting all students within the district. Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement. When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and data-driven instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (1.3.5)		
1.13	Vertical and Horizontal Planning and Communication	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey. This action will be monitored through state metrics and assessments (SP 1.13).		
1.14	Project Based Learning	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL accommodates diverse learning styles, making education more accessible and meaningful for English learners, low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.3.4)	\$20,000.00	Yes
1.15	Interdisciplinary Units	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Interdisciplinary units are essential for supporting the district's student profile. For unduplicated groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.2.1).		
1.16	Universal Design for Learning	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district. This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum effectively. Through UDL strategies, educators can provide personalized support, offer multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP (1.1.2).		
1.17	Implementation of Essential Pedagogical Principles	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By integrating a holistic approach that encompasses recognizing and amplifying strengths, affirming identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1).	\$20,000.00	Yes
1.18	Implementation of the CA Frameworks	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Focusing specifically on unduplicated student groups, the implementation of the California Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources. By providing ongoing support and monitoring of the implementation of the frameworks, educators can effectively address the unique needs of unduplicated students, fostering a supportive learning environment where every student can thrive academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.2).		
1.19	Professional Learning Communities	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The framework of PLCs significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of unduplicated student groups, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Overall, PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated student groups to succeed academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.3).		
1.20	Developing Multilingualism	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Developing multilingualism among unduplicated student groups is essential to support academic achievement in all schools within the Oxnard School District. This action encompasses various initiatives aimed at providing opportunities for all students to develop multilingualism. One such initiative involves offering resources in multiple languages to ensure equitable access to educational materials and support services. Additionally, interactive opportunities will be provided to facilitate the acquisition of multiple languages, allowing students to engage actively in language learning. By implementing these initiatives, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity. This action will be monitored through state metrics and assessments (SP 1.4).	\$20,000.00	Yes
1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through reclassification rates and the English learner proficiency/ELPAC.		
1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of the district's strategic plan, in alignment with the Local Control and Accountability Plan (LCAP), promotes academic achievement for unduplicated students by focusing on five key goals: Student Academic Engagement & Achievement, Learning Environment & School Climate, Guidance & Support to Sites and District Departments, Family/Community Alliances for Student Success, and Transformational Leadership & Infrastructure. By providing high-quality, standards-based	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction, fostering an inclusive and supportive school climate, offering targeted resources and support, engaging families and communities, and building strong leadership and infrastructure, the district aims to close achievement gaps, promote equity, and ensure that all unduplicated students reach their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Learning Environment and School Climate: Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success. (SP 2.1) MULTI-TIERED SYSTEM OF SUPPORT (MTSS) (SP 2.2) ACCESS, EQUITY, & INCLUSION (SP 2.3) RESTORATIVE PRACTICES (SP 2.4) AFFIRMING LEARNING ENVIRONMENT & RELATIONSHIPS (SP 2.5) FACILITIES & GROUNDS	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The Oxnard School District serves a diverse and rich community with abundant assets to build upon. The district is committed to developing programs that are asset-based and that recognize and celebrate the tapestry of traditions, customs, language, and cultural intricacies upon which our district community is built, while still responding to students' academic and social-emotional needs. Goal 2 was developed to embrace and capitalize on such dynamics while recognizing that a large percentage of the students, approximately 91%, who attend the Oxnard School District, are considered economically disadvantaged by state standards. Additionally, it is important for the district to respond to and support students who have been impacted by trauma due to their social and economic circumstances. The Oxnard School District is committed to building on students' strengths to support them academically, socially, and emotionally, setting them up for academic and social success. This includes providing wrap-around services for them and their families. Although wrap-around services have always been a priority for the district, the need for social-emotional support has become strikingly evident after students returned to full-time, in-person learning following the COVID-19 pandemic. The Oxnard School District is well aware of the urgency to address the social-emotional needs of all students, particularly students experiencing homelessness, foster youth, English Learners, and students receiving special education services within the district's multi-tiered systems of support, which address both academic and social-emotional needs.

Furthermore, as part of the multi-tiered approach, the Oxnard School District has redesigned its academic programs and focus to align with the best practices and guidance of the state of California. The California EL Roadmap, as well as the content frameworks adopted by the state, have served as blueprints to identify frameworks, pedagogy, and practices that will support not only the vision of California but also that of the Oxnard School District as outlined in its Strategic Plan.

Similarly, the district has adopted a Positive Behavioral Interventions and Supports (PBIS) framework that guides the design of tiered programs fostering a climate where all students feel valued, accepted, safe, and engaged in meaningful learning reflective of their unique life experiences and identities. Through the district's PBIS work, the district aims to increase students' positive engagement with their school community.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard All: 4.9% EL: 4.2% FY: 11.3% HOM: 5.7% SED: 5.2% SWD: 6% African American: 5.7% Hispanic: 4.9% White: 5.7% Two or More Races: 6.7% Asian: 0% Filipino: 3.7%			Source: 2025-26 CA Dashboard All: 0% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0% African American: 0% Hispanic: 0% White: 0% Two or More Races: 0% Asian: 0% Filipino: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism (State Priority 5B)	Source: 2022-23 CA Dashboard All: 27.2% EL: 24.8% FY: 38.7% HOM: 27.4% SED: 27.7% SWD: 37.5% African American: 23.7% Hispanic: 27.4% White: 26.4% Two or More Races: 24% Asian: 20.8% Filipino: 15.3%			Source: 2025-26 CA Dashboard All: 15% EL: 10% FY: 20% HOM: 15% SED: 15% SWD: 15% African American: 10% Hispanic: 15% White: 15% Two or More Races: 15% Asian: 10% Filipino: 7%	
2.3	School Attendance Rates – Average Daily Attendance (ADA) (State Priority 5A)	Source: 2022-23 Q-SIS AD-ADM Audit-Summary Report ALL: 92.2% EL: 92.6% FY: 88.1% HOM: 91% SED: 91.8% SWD: 89.7%			Source: 2025-26 Q-SIS ALL: 99% EL: 99% FY: 99% HOM: 99% SED: 99% SWD: 99%	
2.4	Middle School Dropout Rates (State Priority 5C)	Source: 2023-24 CALPADS Report 8.1B 0%			Source: 2026-27 CALPADS Report 8.1B 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Pupil Expulsion Rates (State Priority 6B)	Source: 2023-24 CALPADS Report 7.16 and 7.10 0.036%			Source: 2026-27 CALPADS Report 7.16 and 7.10 0%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Literacy Intervention: Lexia	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	\$591,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Supports (MTSS) Framework, Lexia operates as a Tier 2 intervention program, providing personalized learning experiences tailored to individual student needs in English literacy. Through its adaptive technology and data-driven approach, Lexia identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating Lexia into our MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their English literacy skills. In alignment with the district's strategic plan, this action underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3).		
2.2	Spanish Literacy Intervention: iStation-District Licenses	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Within the district's Multi-Tiered System of Supports (MTSS) framework, iStation is a tool that provides personalized learning experiences tailored to individual student needs in Spanish literacy. Through its adaptive technology and data-driven approach, iStation identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating iStation into the district's MTSS framework, the district ensures that unduplicated student	\$109,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups requiring additional support receive focused attention to enhance their Spanish literacy skills. In alignment with the district's strategic plan, the implementation of iStation underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3).		
2.3	Mathematics Intervention: IXL	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tier 2 Math Intervention Program: IXL is an online educational platform with a particular focus on providing targeted math instruction and practice for unduplicated student groups. It offers personalized learning experiences designed to address the specific needs of unduplicated student groups who require additional support in mathematics. IXL helps teachers monitor student progress, identify math skill gaps, and provide differentiated instruction to support unduplicated student groups as part of Tier 2 interventions. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3).	\$255,000.00	Yes
2.4	Mathematics Intervention: Math Labs	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To address the diverse learning needs of our unduplicated student groups and ensure equitable access to academic support, the district implements Math Labs as a key component of Tier 2 intervention. Math Labs provide targeted instruction and support to unduplicated student groups who require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into the district's Tier 2 intervention framework, the district aims to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational math skills necessary for future success in college, career, and life. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3).		
2.5	Interventions: Tier III and Special Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Specialized interventions and materials are meticulously designed to cater to unduplicated student groups in need of additional support. These initiatives encompass a range of targeted supports, including the implementation of Reading Horizons as a supplemental curriculum for reading intervention, ST Math Intervention tailored specifically for unduplicated student groups in special education, and comprehensive teacher leader training aimed at enhancing professional development across subject areas. Complemented by robust instructional and behavioral support systems, these interventions	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		underscore the district's dedication to fostering inclusive and equitable learning environments where every student has the opportunity to thrive academically and personally. This action will be monitored through the CA Dashboard (SP 2.2.3).		
2.6	Tier III and Specialized Support	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To achieve this goal, the district has outlined a strategic approach that includes the appointment of a Social Emotional Specialist through VCOE, offering counseling services specifically tailored for unduplicated student groups with Individualized Education Programs (IEPs), deploying 1:1 behavioral aides to address individual student needs, and assigning additional duties and assessments to our Special Education staff to ensure a holistic and inclusive support system. Through these measures, the district aims to create a nurturing and inclusive environment where every student feels valued, supported, and empowered to achieve their full potential academically and personally. This action also includes home/hospital and non-ADA teaching hours (SP 2.1.3).	\$213,000.00	No
2.7	Alternative Disciplinary Approaches	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the profound and lasting effects of school expulsion on unduplicated student groups, the Oxnard School District is committed to implementing alternative disciplinary approaches that prioritize support, intervention, and rehabilitation. In response, the district offers a range of proactive measures aimed at addressing behavioral issues effectively while fostering a supportive and inclusive learning environment, including Opportunity Classes for grades 6-8 at the Comprehensive Middle Schools. By providing academic and social-emotional support and prioritizing intervention and rehabilitation over punitive measures, the district intends to create a conducive environment where unduplicated student groups feel valued, supported, and empowered to overcome challenges and succeed both academically and personally. This action will be monitored through various metrics including, Panorama Survey, CA Dashboard: Suspension Rate, School Attendance Rate, Middle School Dropout Rates, and Pupil Expulsion Rates (SP 2.2.4).		
2.8	Social Emotional Development	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tiered social/emotional supports provide a comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture.	\$247,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By prioritizing social-emotional learning, the district ensures that its unduplicated student groups not only excel academically but also thrive socially, emotionally, and personally, preparing them for a lifetime of success and well-being (SP 2.1.4).		
2.9	Tutoring	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will support the practice of before and after-school tutoring as part of its Multi-Tiered System of Support (MTSS) framework. This action provides additional academic support to unduplicated student groups beyond regular school hours. These sessions offer personalized instruction tailored to individual student needs, allowing for focused attention on areas requiring extra help. Through one-on-one or small group interactions, unduplicated student groups can deepen their understanding of challenging concepts, clarify doubts, and reinforce learning from the classroom. Tutors' approach to remediation and the materials they utilize will be research-based and aligned with best practices (SP 2.1.6).	\$0.00	No
2.10	Literacy Intervention Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	\$2,646,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Support (MTSS), Literacy Intervention Teachers (LIT) will be provided for all K-8 and elementary schools. Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6).		
2.11	Intervention: Middle School	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Implementing Tier 2 Interventions for unduplicated student groups in need at middle schools is a vital component of the district's commitment to equity and student success. By providing targeted support beyond core instruction, the district ensures that all unduplicated student groups have access to the resources and assistance they need to thrive academically and socio-emotionally. This action not only acknowledges the diverse needs of the district's student population but also removes barriers to access. This action aligns with the district's multi-tiered system of support (MTSS) framework. Through these additional, focused, and targeted interventions, the district aims to foster a supportive and inclusive learning environment where all unduplicated student groups can reach their full potential. This action will be monitored	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6).		
2.12	Interventions: English Language Development	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their academic success and overall development. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole, aligning with the district's strategic plan and reflected in the district's student profile. This action will be monitored through the English Language CA Dashboard (SP 2.2.1).	\$500.00	Yes
2.13	Universal Screening: Gifted and Talented	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	\$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. The district will implement universal screening for gifted and talented education at the end of the second grade for all unduplicated student groups across the district. This action aims to ensure equitable access to gifted and talented programs for all unduplicated student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.2.1).		
2.14	Migrant Education Program (MEP)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Migratory youth in California face significant educational challenges as they often move between schools throughout the year, crossing school district and state lines to follow work in industries such as agriculture, fishing, dairy, or logging. The MEP focuses on meeting the needs of migratory unduplicated student groups arising from their mobility, with the intent to ensure that all such unduplicated student groups can meet the same challenging state academic standards as their peers. Through a combination of federal and state support, the MEP strives to provide targeted assistance to migratory youth, helping them overcome the educational barriers associated with their transient lifestyle and achieve	\$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
		academic success. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).		
2.15	Newcomer Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will offer newly arrived student student groups to the country, in grades 3-8, the opportunity to enroll in the district's Newcomer Academy. The Newcomer Academy is a specialized program that prioritizes intensive English language development, employing evidence-based strategies to facilitate rapid language acquisition and active participation in academic activities. Moreover, social and emotional support follows best practices in counseling and mentorship, offering unduplicated student groups the guidance and encouragement needed to navigate the challenges of adjusting to a new school and culture. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).	\$13,500.00	No
2.16	Attendance Technicians	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all	\$2,028,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students within the district. In an effort to combat absenteeism and enhance truancy prevention, the Oxnard School District will hire Attendance Technicians for each school. They will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having dedicated staff members focused on attendance, the district intends to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic outcomes and overall student success. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2).		
2.17	School Attendance Review Board (SARB)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By aligning with state priorities and leveraging county support, particularly through monthly meetings where an Assistant District Attorney collaborates with the School Attendance Review Board (SARB) team, the action ensures a coordinated approach to address truancy. This collaboration offers legal guidance and support to families, equipping them with resources to address underlying issues contributing to student absences. By reducing truancy rates and improving overall attendance, this initiative directly supports academic achievement by ensuring students are present and engaged in their learning. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2).	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Expanded Summer Learning	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To address this disparity, funds will support additional time in school with a variety of learning opportunities. The Oxnard School District has developed a robust Summer School program, specifically the Summer Writing, Science, and Math Camp, which is a full-day program available to students in Grades K-8. The program, led by credentialed teachers, offers an enrichment-based academic curriculum in the morning and collaborates with the Afterschool program for activities in the afternoons. It will run for one month during the summer, with district-wide transportation provided to ensure access for all students. These actions aim to increase access to the core curriculum and provide specific interventions tailored to each low-income and English learner or Emergent Multilingual Learner student, ultimately leading to improved student performance on state and local assessments. This action will be monitored through various California Dashboard Metrics (SP 2.2.3).	\$218,600.00	No
2.19	Expansion of Learning Opportunities	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Expanded Learning Opportunities during out-	\$22,400,195.00	No

Action #	Title	Description	Total Funds	Contributing
		of-school time offer a valuable supplement to students' instructional programs rather than replacing them. This action aims to provide students with additional time in school, where adults will offer academic support, social and emotional support, as well as enrichment and intervention opportunities. These supports include access to counselors, arts programs, field trips, and more. The goal is to extend the school day to nine hours, incorporating before and after-school activities. This action will be monitored through various California Dashboard Metrics (SP 2.2.3).		
2.20	Library/Media Technicians	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Library/Media Technicians (LMTs) play a vital role in fostering literacy, supporting academic achievement, and promoting a love for learning among unduplicated student groups. They curate diverse and inclusive collections that reflect the interests and backgrounds of students, providing access to a wide range of materials. They also collaborate with teachers to integrate information literacy skills into the curriculum, empowering unduplicated student groups to navigate the vast landscape of information effectively. Since LMTs do not hold Library Services Credentials, the district contracts with the Ventura County Office of Education, which employs a full-time credentialed librarian to provide support and professional development to the district's LMTs. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).	\$1,009,501.00	No
2.21	Maintain Diverse School Libraries	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. School libraries play a crucial role in closing the achievement gap by providing equal access to resources for learning, ensuring they embrace diversity and inclusion. These libraries will be supported for use both in the classroom and at home, fostering a culture of literacy and inclusivity throughout the community. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).		
2.22	AVID Implementation	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. For unduplicated student groups, access to classes preparing them for college is crucial. The District offers Advancement Via Individual Determination (AVID) and AVID Excel elective courses in all middle and K-8 schools. AVID is an educational program aimed at supporting middle school students in achieving academic success and preparing for college and careers. It equips students with academic skills, organizational strategies, and college-readiness resources to excel in rigorous coursework. The program emphasizes critical thinking, collaboration, inquiry, and reading and writing skills. Additionally, AVID fosters student engagement, a sense of belonging, and a growth mindset. Research indicates that AVID participation correlates with increased academic achievement, higher graduation rates, and greater college	\$450,000.00	No

Action #	Title	Description	Total Funds	Contributing
		enrollment among middle school students. This action will be monitored through various California Dashboard Metrics (SP 2.2.6).		
2.23	Annual Parent Rights Notification	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The purpose of the Annual Parent Rights Notification is to inform parents or guardians about their rights regarding their child's education, including privacy rights, disciplinary procedures, and other important information mandated by state and federal laws. It serves as a crucial document to ensure transparency and communication between the school district and families. Envision Consulting's role in reviewing the notification ensures that it is comprehensive, up-to-date, and compliant with all legal requirements, thereby safeguarding the rights of parents and unduplicated student groups while promoting accountability and adherence to educational regulations. By involving and empowering families through comprehensive and transparent communication, this action ensures that parents or guardians are well informed about their rights, thereby supporting the academic achievement of unduplicated student groups. This action will be monitored through various California Dashboard Metrics (SP 2.4.4).	\$0.00	No
2.24	Restorative Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District recognizes the crucial importance of reducing suspensions and expulsions for unduplicated student groups. To address this need, professional development will be offered to staff, accompanied by resources to bolster restorative practices district-wide. These initiatives will be implemented utilizing existing personnel and school time, with monitoring facilitated through the Panorama Survey. By ensuring the effective implementation of support across all student demographics, the district aims to foster a more inclusive and supportive educational environment for everyone. This action will be monitored through the Panorama Survey, the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates and the Pupil Expulsion Rates (SP 2.3.1).		
2.25	Positive Behavior Supports (PBIS)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action supports the implementation of district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups. Through this initiative, the district intends to adopt evidence-based strategies and practices that promote positive behaviors, social-emotional development, and academic success across all schools. By providing comprehensive training to educators and staff members, the district ensures consistent implementation of these interventions, thereby	\$133,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		establishing clear expectations for behavior and creating a culture of respect, responsibility, and inclusion throughout the school community. Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral challenges and provide targeted interventions to promote positive behavior and academic success. Examples of Tier 2 behavior supports might include small group social skills instruction, check-in/check-out systems, and mentorship programs. By prioritizing positive behavior interventions district-wide, the district demonstrates its commitment to creating safe, supportive, and nurturing learning environments that empower students to reach their full potential. This action will be monitored through the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates, and the Pupil Expulsion Rates (SP 2.3.4).		
2.26	Safe Learning Enviornments	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's ongoing commitment to maintaining a safe and secure environment in schools, the district will implement comprehensive safety measures. These actions include the implementation of safety protocols, staff training, and the deployment of appropriate resources when necessary. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4).	\$108,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.27	School Resource Officers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Integrating School Resource Officers (SROs) into our school community serves as a key component of the district's commitment to creating safe, welcoming, and inspiring environments that foster positive connections among students, staff, and families. These trained professionals collaborate with school educational partners to promote a culture of safety, trust, and respect. By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action intends to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4).	\$235,851.00	Yes
2.28	School Safety Plans	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. School safety plans are updated annually in accordance with the Education Code. The school teams collaborate with educational partners to identify resources and elements crucial to school safety and climate. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4).		
2.29	Student Assemblies: Social Media and Positive Interactions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through student assemblies focused on the proper use of social media and positive interactions, the district promotes a culture of safety, respect, and kindness within our schools. With this action, the district not only enhances physical security measures but also fosters a supportive environment where everyone feels valued and empowered to thrive academically, socially, and emotionally. This action reflects an ongoing dedication to creating inclusive and nurturing school environments that prioritize the well-being and success of all members of the school community. This action will be monitored through the Panorama Survey (SP 2.4.4).	\$500.00	Yes
2.30	Transportation for General Education, Homeless and Foster Youth	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing transportation for homeless and foster youth is essential for ensuring their educational continuity and access to vital resources. By offering transportation services, to homeless and foster youth can maintain stability by attending their home school, providing a sense of familiarity and consistency in their education. Moreover, transportation facilitates access to enrichment programs, extracurricular activities, and support services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically and socially despite their housing instability or foster placement. This action will be monitored through the Chronic Absenteeism CA Dashboard, the School Attendance Rate, and the Middle School Dropout Rates (SP 2.4.4).		
2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The proposed action outlines the implementation of a Backpack Food Program tailored to support McKinney-Vento youth within the district. It also includes support through additional resources that families experiencing homelessness can use to provide basic necessities. This initiative acknowledges the unique	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		circumstances faced by McKinney-Vento youth and seeks to address food insecurity in a practical and proactive manner. Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success. This action will be monitored through the Panorama Survey (SP 2.4.5).		
2.32	Child Nutrition	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between student well-being and academic success, the district prioritizes creating optimal learning conditions for all students. As part of this commitment, OSD provides healthy breakfast, lunch, snack, and supper meals to students, in order to enhance their ability to learn and thrive. To ensure the sustainability of these efforts, the district may supplement the Child Nutrition programs with contributions from the General Fund as necessary. Providing meals for unduplicated student groups supports their academic achievement by ensuring they are well-nourished, which enhances their ability to focus, learn, and perform effectively in school. This action will be monitored through the various CA Dashboard metrics (SP 2.4.5).	\$12,669,667.00	No
2.33	Substance Abuse Prevention	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through comprehensive educational initiatives, the district prioritizes equipping unduplicated student groups with the knowledge, skills, and resilience needed to make informed decisions regarding substance use. By emphasizing prevention strategies alongside intervention and support measures, the district aims to address the root causes of substance misuse and empower students to lead healthy, substance-free lives. Collaborating closely with students, educators, families, and community partners, the district collectively works to dismantle stigmas surrounding substance abuse, foster empathy, and promote a culture of well-being and responsibility. This commitment underscores the district's dedication to safeguarding the holistic development and success of each student. By providing tangible support to unduplicated student groups, this action aims to enhance their overall well-being and academic success. This action will measured through the Panorama Survey (SP 2.4.5).		
2.34	Facilities	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. A growing body of research indicates that school facilities have a measurable impact on student achievement and connectedness. A conducive learning environment can enhance student engagement, motivation, and overall academic performance. By	\$7,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		maintaining 21st-century schools with modern facilities and resources, the Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning. Additionally, well-maintained and updated school facilities can foster a sense of pride and belonging among unduplicated student groups, staff, and the broader school community. Ultimately, investing in school infrastructure is an investment in the future success and well-being of unduplicated student groups. This action will be monitored through the CA Dashboard metrics as well as the Panorama Survey (SP 2.5.1).		
2.35	Student Mentoring Opportunities	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By creating partnerships with local universities and organizations and connecting unduplicated student groups with mentors who share similar backgrounds or career interests, students can gain valuable insights, advice, and encouragement to help them set and achieve their goals. Additionally, these partnerships offer access to resources, networks, and experiences beyond what is available within the school setting, enriching their learning journey and broadening their horizons. Overall, these partnerships play a vital role in promoting student success, personal growth, and academic achievement. This action will be monitored through various CA Dashboard Metrics (SP 2.6.1).	\$0.00	No
2.36	Superintendent Fellows	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	\$63,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves appointing a student representative from each school site to collaborate directly with the superintendent, facilitating a dialogue about the student experience within the Oxnard School District. These student representatives serve as liaisons between the superintendent and their peers, providing a platform for student voices and perspectives to be heard and considered in district-level decision-making processes. By actively involving students in discussions about their educational experiences, the district ensures that student needs, concerns, and ideas are central to its policies and practices. This action not only empowers unduplicated student groups by giving them a voice in shaping their education but also promotes transparency, accountability, and inclusivity within the school community. Through this collaborative approach, the district will continue to foster a culture of mutual respect, trust, and shared responsibility for the success of all unduplicated student groups. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 2.6.1).		
2.37	Special Programs	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By providing diverse and enriching assemblies and experiences tailored to support academic, social, and emotional development, the action seeks to enhance student engagement and	\$1,261,256.00	No

Action #	Title	Description	Total Funds	Contributing
		learning outcomes. With a particular focus on unduplicated student groups, this action aims to rectify resource inequities and foster a more inclusive educational environment aligned with state priorities. Ultimately, by prioritizing inclusivity and holistic development, the initiative not only addresses the specific needs of underserved student populations but also benefits the entire district by creating a more equitable and enriching educational landscape. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 1.3.1).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Guidance and Support to Sites and District Departments: Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom, in every school so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice. 3.1 CULTURE OF EMPOWERMENT 3.2 PROFESSIONAL LEARNING & SUPPORT 3.3 RECOGNITIONS 3.4 STUDENT ASSESSMENT 3.5 SUPPORT TO SITES	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It's clear that some schools are bright light "beacons" in the district, with strong and focused principals and teachers. This is part of the overall pattern of stark overall performance differences between schools in both ELA and mathematics. These same patterns of extreme differentiation play out with subgroup populations as well. For example, the range of RFEPs meeting or exceeding standards ranges from 83% at one school, which is powerful evidence of success, to 30% at another school, which is troubling, especially since statewide, RFEPs generally outperform native English-speaking students. These extremes are evident in EML results, with 34% of EMLs at one school meeting or exceeding standards and only 4% at another school. Another area to note is that mathematics needs particular attention at all grade levels, where most of the district's schools and students are dramatically underperforming. The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Implementation of the academic content and performance standards adopted by the State Board Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (State Priority 2A & 2B)	Source: 2022-2023, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4 Implementation of Standards Career Technical Education: 0			Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					NGSS: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 5	
3.2	STAR 360 – Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Early Literacy ALL: 18.3%			Source: 2026-27 STAR 360 Spring Report – Early Literacy ALL: 50%	
3.3	STAR 360 – Spanish Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Spanish Early Literacy ALL: 53.4%			Source: 2026-27 STAR 360 Spring Report – Spanish Early Literacy ALL: 75%	
3.4	STAR 360 – English Percentage of students performing At or Above Benchmark	Source: 2023-24 STAR 360 Spring Report – English ALL: 28.9%			Source: 2026-27 STAR 360 Spring Report – English ALL: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	STAR 360 – Spanish Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Spanish ALL: 50.22%			Source: 2026-27 STAR 360 Spring Report – Spanish ALL: 70%	
3.6	STAR 360 – Mathematics Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Mathematics ALL: 21,24%			Source: 2026-27 STAR 360 Spring Report – Mathematics ALL: 50%	
3.7	Pathway Toward Biliteracy - Percentage of Students Meeting Recognition Criteria OSD Board Policy: AR 5126(a) (State Priority 8)	Source: 2023-24 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 26.25% Grade 8: 50.48%			Source: 2026-27 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 50% Grade 8: 75%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Developing Human Capital: PD for Strategic Plan Recommendations	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Implementing a coherent professional development program for teachers, support staff, and administrators is crucial for enhancing the district's capacity to successfully implement the strategic plan recommendations. This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes. This action will be monitored through, the	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.1).		
3.2	Teachers on Special Assignment/Content Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is aimed at providing coaching and support to classroom teachers, equipping them with valuable resources to enhance their instructional practices. Teachers on Special Assignment (TOSAs) collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific subject areas, offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.7).	\$3,353,237.55	Yes
3.3	Professional Learning: Implementation of State Standards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$441,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide comprehensive professional development opportunities for teachers, administrators, and classified staff. Beginning with a thorough needs assessment, the initiative will identify specific areas requiring attention in the implementation of state standards. Collaborating closely with district departments and schools, a tailored curriculum will be developed, emphasizing best practices and strategies for supporting diverse learners, including second language learners/Emergent Multilingual Learners. The professional development will integrate seamlessly with the district's strategic plan, aligning with its goals and objectives to enhance student and staff profiles. Continuous support and mentoring will be offered post-training sessions, accompanied by robust evaluation mechanisms to gauge effectiveness and gather feedback for ongoing improvement. Through this holistic approach, the initiative aims to empower practitioners with the knowledge and skills necessary for successful state standards implementation, ultimately enriching the learning experiences of all unduplicated student groups within the district. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.4	Professional Learning: Central Management	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide professional learning	\$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities and memberships to professional organizations tailored specifically for Central Office Management personnel, with a direct focus on benefiting unduplicated student groups and improving learning outcomes. By investing in professional development and fostering connections with other professionals, Central Office Management personnel will be better equipped to address the complex challenges and responsibilities inherent in their roles, ultimately leading to more efficient and effective district operations that directly impact student outcomes and experiences. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.5	Professional Learning for Educational Leaders	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. School leaders bear the responsibility of instituting equitable practices within our schools, ensuring the adoption of high-impact instructional methodologies. A critical component of a school leader's success lies in their ability to drive teaching and learning outcomes by establishing clear expectations regarding learning practices within the school community. This entails fostering a culture where organizational values and behaviors are unequivocally aligned with the overarching goal of enhancing student success. To equip school leaders for this pivotal role, targeted professional development is imperative, focusing on key areas including the development of instructional equity to promote student success, data-driven decision-making processes, fostering inclusive school cultures through an equity lens, implementing Universal Design for Learning practices, and integrating Multi-Tiered Systems of Support (MTSS). This action is primarily aimed at addressing the specific needs of unduplicated student groups, ensuring that every student within the district has equitable access to quality education and opportunities for academic advancement. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		No

Action #	Title	Description	Total Funds	Contributing
3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing professional development to Teachers on Special Assignment (TOSAs) and Instructional Specialists is crucial for the academic achievement of unduplicated student groups. TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional development ensures a cohesive and supportive learning environment, ultimately leading to improved academic performance and the closing of achievement gaps for unduplicated student groups. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).	\$86,736.00	Yes
3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	\$29,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails providing professional learning opportunities for teachers focused on the Spanish Language, Common Core en Español, and World Language Standards. Through targeted workshops and ongoing training sessions, educators will gain a deep understanding of the standards and best practices for teaching Spanish language proficiency and promoting cultural competency. The professional learning will encompass curriculum development, instructional strategies, assessment methods, and resources aligned with the standards. This action aims to strengthen the district's biliteracy programs, empower teachers with the skills and knowledge to meet the needs of diverse learners and promote language acquisition and appreciation within the district's school community. This action will be monitored through the Star 360 Spanish and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).		
3.8	Professional Learning for Teachers: Biliteracy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To effectively support practitioners in implementing the district's biliteracy framework and uphold the district's vision of multilingualism and additive approaches reflective of unduplicated student groups' identities, the district has developed a comprehensive staff development and support plan, which includes district and site leaders, educators, and support staff. Practitioners will receive professional development tailored to their roles and collaborative opportunities to enhance their practice within biliteracy. Providing professional development supports the academic achievement of unduplicated student	\$530,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices. This action will be monitored through the Panorama Staff Survey, the STAR 360 Spanish, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).		
3.9	Professional Learning: Mathematics	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To enhance instructional quality, subject-expert staff leaders will provide professional learning based on the CA Mathematics Framework and best practices, including the Thinking Classrooms Philosophy. Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student outcomes. This action will be monitored through STAR 360 Mathematics (SP 3.2.14).	\$262,147.00	Yes
3.10	Professional Learning for Teachers: Middle School Content Specific	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	\$46,500.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The initiative aims to enhance the instructional practices and content knowledge of educators within our middle schools. Through focused professional learning and coaching, teachers delve into the California frameworks specific to each content area, gaining a comprehensive understanding of the standards and expectations outlined. Moreover, educators will engage in a deep dive into standards and high-leverage practices supporting academic shifts, closely aligning with the implementation of the district's strategic plan. By investing in the professional development of the district's middle school teachers, the district reinforces its commitment to academic excellence, ensuring that every student receives a rigorous and enriching educational experience that prepares them for success in school and beyond. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).		
3.11	Professional Learning for Teachers: Newcomers Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Teachers instructing at the Newcomer Academy receive tailored training focused on effectively supporting students who are recent immigrants and English Language Learners (ELLs)/Emergent Multilingual Learners (EML). This professional learning encompasses culturally responsive pedagogy, language acquisition strategies, and trauma-informed practices. Through collaborative learning experiences, educators gain invaluable insights and practical tools to	\$78,000.00	No

Action #	Title	Description	Total Funds	Contributing
		create inclusive, supportive, and academically rigorous learning environments for newcomer unduplicated student groups. By ensuring that teachers are equipped with the necessary skills and knowledge to meet the unique needs of this population, the district aims to guarantee equitable access to high-quality education and promote the success of all unduplicated student groups, regardless of their linguistic or cultural backgrounds. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.12	Professional Learning: Health Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district is committed to providing comprehensive health education, including Human Growth and Development, in accordance with California Education Code Sections 51930-51939. This education is designed to equip unduplicated student groups with accurate, age-appropriate information and skills necessary to make informed decisions about their physical, mental, and social well-being. The Oxnard School District ensures its health education curriculum is inclusive of diverse perspectives, culturally sensitive, and aligned with state standards. Prior to instruction, parents or guardians are notified and provided with the opportunity to review instructional materials and opt their child out if desired. Providing comprehensive health education, including Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement.	\$18,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored through the Staff Panorama Survey (SP 3.2.14).		
3.13	Professional Learning: Transitional Kindergarten	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action will encompass all new UTK instructional mandates, such as Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Emphasizing the significance of these initiatives, the professional development will also delve into Developmentally Appropriate Instructional Practices tailored to the delivery of the current District-adopted TK curriculum. By equipping educators with these tools and insights, the district aims to enhance teaching efficacy and promote optimal learning experiences for young unduplicated student groups, fostering their holistic development and academic success. This action will be monitored through the Staff Panorama Survey and the STAR 360 Early Literacy Assessments (SP 3.2.14).	\$10,000.00	No
3.14	Professional Learning: Gifted and Talented Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. Historically, unduplicated student groups have been underrepresented in accelerated programs. In acknowledgment of this disparity, the district will prioritize providing professional learning opportunities tailored to Gifted and Talented Education (GATE) for teachers. This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.15	Training and Professional Learning: STAR/myOn	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To optimize student learning outcomes and support educator proficiency, the district will implement a comprehensive training and professional learning program focused on the effective utilization of the STAR/myON educational platforms. This action aims to equip teachers with the necessary skills and knowledge to leverage the diverse features and resources offered by STAR/myON thereby enhancing student engagement and academic growth. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).	\$832,990.00	Yes
3.16	Professional Learning: Cultural	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Proficiency and Focus on Equitable Practices	performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between cultural proficiency and academic achievement, the district will bolster its efforts in supporting cultural proficiency and focusing on equitable practices. This entails prioritizing the enhancement of teacher and leadership capacity through various professional development opportunities, such as webinars, workshops, literature review/book studies, and summer PD sessions. This action aims to equip staff with the necessary skills and knowledge to create inclusive learning environments that support the academic success of all students, particularly unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1).		
3.17	Professional Learning: Planning for Access and Equity	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between equity and academic success, a study conducted by Orenda Education in the Spring of 2024 identified areas for improvement in promoting equity within the district. The findings from this study will inform professional learning opportunities for practitioners aimed at enhancing their cultural	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		competency and enabling the implementation of culturally responsive teaching practices. Orenda Education will provide guidance, support, and professional development for identified school teams, including teachers, TOSAs, as well as central office and site leaders. This comprehensive support system is crucial for fostering an inclusive and supportive learning environment, ultimately enhancing academic success for all students within the district. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.4).		
3.18	CSI Support for Fremont Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Fremont Academy has been designated as a Comprehensive Support and Improvement (CSI) school due to its performance levels on 4 out of the 5 indicators on the California Dashboard: Chronic Absenteeism (very high), Suspension Rate (very high), and Academics (very low for both ELA and Math). Under the Every Student Succeeds Act (ESSA), Section 1003 allocates funding to schools for CSI strategies and activities directly linked to school improvement efforts. These include capacity building, plan development and implementation, needs assessments, root cause analysis, identification and development of evidence-based interventions, and using data for improvement efforts. To address the contributing factors to this performance and to meet the requirements for CSI funding, OSD will engage Orenda Education. They will provide guidance, support, and professional development for Fremont's school team to establish and refine systems and practices rooted in equity, driven by data, and sustained through collaborative learning. This action will be monitored through, the	\$166,280.00	No

Action #	Title	Description	Total Funds	Contributing
		Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.5.4).		
3.19	Professional Learning: Restorative Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This initiative directly addresses this data, aligning with state priorities and rectifying resource disparities while benefiting all students. The district's proactive approach to reducing suspension and expulsion rates among unduplicated student groups not only aligns with state priorities and addresses resource disparities but also underscores its significance in enhancing academic success. By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a positive school climate and academic achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success. This action will be monitored through, the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	\$17,206.00	Yes
3.20	Professional Learning: Counselors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	\$102,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing professional development to school counselors is essential for enhancing the academic achievement of unduplicated student groups. Through targeted professional development, counselors can gain expertise in culturally responsive practices, effective communication strategies, and data-driven interventions tailored to the needs of unduplicated student groups. This specialized training empowers counselors to provide both academic and socio-emotional support, fostering resilience and promoting a positive school climate. By equipping school counselors with the necessary skills and knowledge, the district ensures they can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics.		
3.21	Professional Learning and Wellness for Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Unduplicated student groups exhibit higher absenteeism rates and feelings of disconnectedness from school. Therefore, it's crucial that staff members undergo ongoing professional development equipped with strategies and tools to effectively cater to their unique needs. The Professional Growth for OSSA members, including nurses, counselors, speech pathologists, program specialists, behaviorists, and psychologists, plays a pivotal role in this effort. This action primarily targets meeting the needs of unduplicated student groups and all students	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		alike, acknowledging the necessity of comprehensive support across all demographics for effective implementation. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).		
3.22	Professional Learning for Outreach Consultants (ORCs)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	\$500.00	Yes
3.23	Training and Professional Learning for Substitute Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. This initiative underscores the importance of ensuring a seamless continuum of learning experiences for unduplicated student groups, even in the absence of their regular teachers. By providing comprehensive training and professional development opportunities tailored specifically to substitute teachers, the district acknowledges the pivotal role they play in maintaining continuity and fostering a conducive learning environment. Through specialized curricula covering essential aspects such as classroom management strategies, instructional techniques, and adherence to district policies, substitutes are empowered with the tools and knowledge needed to effectively navigate diverse classroom scenarios. This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.24	Training and Professional Learning for Classified Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the indispensable roles classified staff play in the daily operations of our schools, this initiative underscores the importance of investing in their skills, knowledge, and job performance. By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student success and fostering a supportive educational environment. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).		
3.25	Training: Medical Response	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Annually, the school office staff and healthcare personnel undergo CPR training. This action contributes to creating a safer environment conducive to learning for all unduplicated student groups. By equipping staff members with essential CPR skills, the initiative enhances the school's preparedness to respond effectively to medical emergencies that may arise on campus. Furthermore, the voluntary nature of the training ensures that staff members who opt to participate are not only empowered with life-saving knowledge but also demonstrate a commitment to the well-being of unduplicated student groups and the entire school community. By ensuring safety measures, such as crisis management plans and trained staff, schools can protect students' physical well-being and create a supportive atmosphere that enhances their overall academic performance. This action will be monitored through the Staff Panorama Survey (SP 3.2.14).	\$0.00	No
3.26	Training: Action Preparedness	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Action Preparedness Training is crucial for ensuring the safety and well-being of students and staff members in schools. This level of preparedness is essential for creating a safe and secure environment within the school community, instilling confidence among students, staff, and parents that the school is equipped to handle emergencies and safety concerns effectively. Overall, Action Preparedness Training plays a vital role in promoting safety, resilience, and preparedness within the school environment. This level of preparedness contributes to a conducive learning environment where students feel safe, supported, and able to achieve their academic potential. Thus, Action Preparedness Training is not only instrumental in promoting safety but also in supporting academic success within the school community (SP 3.2.14).		
3.27	Training and Professional Learning: Data Management Systems	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Professional development sessions will be provided to district and site administrators and teachers on the use of the Student Data Management System (SDMS), highlighting the critical role of data-driven decision-making in enhancing student achievement and fostering academic success. This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).	\$91,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.28	Training and Professional Learning: Communication Platforms	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Enhancing communication between schools and families is crucial for fostering a supportive learning environment, especially for unduplicated student groups. By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support. This action will be monitored through the Panorama Staff Survey (SP 3.2.14).	\$500.00	Yes
3.29	Future Administrators Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In alignment with our commitment to fostering effective school leadership and professional development, the district allocates funding to support the district's Administrators Academy. By	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		investing in this action, the district demonstrates its commitment to cultivating a pipeline of skilled and effective school leaders who are equipped to drive positive change and enhance student outcomes in the Oxnard School District. This action will be monitored through the Panorama Staff Survey (SP 3.2.4).		
3.30	Consulting Teacher	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The overarching goal of the consulting teacher is to provide support for teachers and help them develop their capacity, as defined by the California Standards of the Teaching Profession. The consulting teacher will assist teachers in improving instructional performance. This action is crucial as it fosters a collaborative learning environment where teachers receive personalized guidance and mentorship tailored to their needs, ultimately leading to enhanced teaching effectiveness and improved student achievement. This action cultivates a culture of continuous professional growth, ensuring that teachers remain engaged, motivated, and equipped with the necessary skills to meet the evolving needs of their unduplicated student groups, thus positively impacting student academic success. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).	\$30,000.00	No
3.31	Peer Assistance Review (PAR)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Peer Assistance and Review (PAR) program serves as a platform for ongoing professional development, offering constructive feedback, observation, and mentorship to help teachers refine their instructional techniques and classroom management strategies. By fostering a culture of collaboration and continuous improvement, PAR promotes accountability, job satisfaction, and teacher retention within the district. Through peer support and mentorship, participating teachers have the opportunity to share best practices, collaborate on instructional strategies, and reflect on their practice, ultimately contributing to the overall success of teachers, unduplicated student groups, and the educational community as a whole. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).		
3.32	Review/Redesign Report Cards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's strategic plan, there will be a review and redesign of report cards to ensure they are parent-friendly, self-explanatory, inclusive of progress on meeting the Student Profile, and grounded in competencies. This initiative aims to enhance communication between schools and families by presenting student progress in a clear and accessible format. The redesigned report cards will provide parents with comprehensive insights into their child's academic growth, including proficiency in key competencies aligned with the Student Profile. Through	\$27,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success. This action will be monitored through the Family Panorama Survey, Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.4.1).		
3.33	Implementation of Required State Assessments	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district implements and supports required State testing district-wide, including CAASPP, PFT, and ELPAC. The initial administration of the ELPAC takes place in the fall, while the CAASPP, PFT, and ELPAC Summative assessments occur in the spring. The district supports state testing with necessary resources and the provision of professional development to teachers and administrators. The Testing Coordinator plays a crucial role in managing all district and state-required assessments, and providing technical support to staff as needed. Participation in required State testing demonstrates the district's commitment to transparency, accountability, and compliance with state and federal education regulations. This action will be monitored through the Staff Panorama Survey (SP 3.4.7).	\$393,643.00	Yes
3.34	Baseline Instruction for Unduplicated Student Groups	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the creation and maintenance of safe, affirming, equitable, and culturally enriched multilingual learning environments is crucial for fostering high intellectual performance across all content areas, which is vital for 21st-century success. By covering all costs associated with delivering instruction to unduplicated student groups, the district aims to provide every student with the necessary support to thrive academically. This comprehensive approach includes providing baseline instruction resources, support staff, and funds for instructional supplies and extra-curricular activities, all of which play a crucial role in enhancing student achievement and success. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.1).		
3.35	Textbook Adoptions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The adoption and purchase of new core textbooks are vital for ensuring that unduplicated student groups have access to up-to-date and high-quality instructional materials. By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs. Additionally, considering the needs of diverse student populations, such as English Learners or Emergent Multilingual Learners,	\$3,150,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups receiving special education services, and those in biliteracy programs, is crucial for promoting equity and inclusivity in education. Adopting textbooks that address their unique learning needs is essential for providing equitable learning opportunities for all unduplicated student groups. This action also includes the replenishment of materials. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1).		
3.36	Additional Teachers Above Base Staffing	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of additional teachers to certain classrooms to allow for low student-to-teacher ratios in some instances. This adjustment enables more personalized attention and targeted support, particularly for classrooms with unduplicated student groups. By ensuring lower ratios, unduplicated student groups can benefit from a more individualized learning experience, which can contribute to academic success and overall well-being. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).	\$8,213,939.00	Yes
3.37	Maintain 24:1 TK- 3rd Grade Average	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	\$1,393,545.27	Yes

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Full implementation of the Local Control Funding Formula (LCFF) mandates the maintenance of a 24-to-1 class size average as a legislative requirement. This ensures that unduplicated student groups receive adequate attention and support in the classroom, fostering a conducive learning environment. By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining smaller class sizes reflects the district's commitment to student success and academic achievement. This action will be monitored through Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.8).		
3.38	School Site Allocations to be Prioritized by School Site Council	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth unduplicated student groups. School personnel are required to evaluate LCAP data points related to these populations to ensure plans focus on their needs. They work with School Site Councils to inform educational partners of goals and targets and revise plans accordingly. Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups. This action will be	\$5,380,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.39	Above Base/ Assistant Principals	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of assistant principals to provide supplemental support beyond the identified staffing baseline, aimed at bolstering schools toward achieving high performance. Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school cultures, and implementing strategies to elevate academic standards. Through this strategic investment, we reinforce our commitment to facilitating the success of our schools and empowering them to reach their full potential as centers of excellence in education. This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).	\$3,907,200.00	Yes
3.40	Teacher Substitutes/ Site Assigned/	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	\$743,883.75	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In line with the district's commitment of providing the best instructional opportunities for unduplicated student groups, each school in the district has a designated substitute-on-call. With this action, the district intends to maintain continuity in learning experiences and minimize disruptions. This action underscores our dedication to upholding high educational standards and fostering an environment conducive to student success. By ensuring classroom coverage, the district demonstrates its commitment to delivering quality education across all schools in the district. This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.41	Supplemental Instructional Materials	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Materials that complement the core curriculum are carefully selected to enhance classroom instruction and support diverse learning needs. Whether through textbooks, workbooks, digital resources, manipulatives, or other educational tools, Supplemental Instructional Materials offer additional resources and activities to deepen unduplicated student groups' understanding of key concepts and reinforce learning objectives. By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery. This action reflects	\$1,370,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the district's dedication to ensuring equitable access to high-quality educational resources, thereby empowering unduplicated student groups to achieve academic success and reach their full potential. This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Family/Community Alliances for Student Success: Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students, as defined by the Oxnard Student Profile. 4.1 STUDENT PROFILE ALLIANCES 4.2 FAMILY ENGAGEMENT & SUPPORT 4.3 PARENT/FAMILY RESOURCES 4.4 COMMUNITY PARTNERSHIPS & RELATIONSHIP BUILDING 4.5 HIGHER EDUCATION 4.6 FAMILY/COMMUNITY COMMUNICATIONS	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Oxnard School District has invested significantly in supportive infrastructure in this area with dedicated staff assigned. There are well-established Latino and EML family/community engagement protocols and processes, and there’s an emerging focus on inclusion and growing the leadership of African American and Mixteco families/communities. There are also some community sectors that continue to be under-represented and underserved, and there is room to grow in sustaining environments of trust and respect that honor and value contributions of the district’s diverse communities.

While engagement has been prioritized, it has not consistently or strategically focused on how families and community partners can consistently promote student success tied to the Student Profile, the district’s vision for student success. This could be a powerful vehicle for directly linking family engagement and the various community partners to positively impacting engagement, achievement, and equity across the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage Reported Positively to the District Seeking Input (State Priority 3)	Source: 2023-2024 Spring Panorama; Family Survey 86%			Source: 2026-2027 Spring Panorama; Family Survey 95%	
4.2	Percentage Reported Positively to the District Seeking Participation (State Priority 3)	Source: 2023-2024 Spring Panorama; Family Survey 86%			Source: 2026-2027 Spring Panorama; Family Survey 95%	
4.3	Percentage Reported Positively to Family Engagement (State Priority 3)	Source: 2023-2024 Spring Panorama; Family Survey 83%			Source: 2025-2026 Spring Panorama; Family Survey 95%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this, the district aims to enhance parent capacity, empowerment, and advocacy, thereby positively impacting student academic and social-emotional development. Recognizing the crucial role of parental involvement in academic success, this initiative seeks to strengthen collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, Asian American Pacific Islander Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. These proactive measures are pivotal in fostering increased student performance on state and local assessments. This action ensures a holistic approach to academic achievement, with the ultimate goal of enhancing student outcomes and success. This action will be measured through the Family Panorama Survey (SP 4.2.1).	\$190,000.00	No
4.2	Equitable Access for Participation (Zoom)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	\$148,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this and enhance the engagement of families of unduplicated student groups, the district will provide accessibility to Zoom, a video conferencing platform, to improve communication. Through Zoom, the district will offer webinars and support instructional activities, fostering a stronger connection between parents, students, and educators. This increased engagement is crucial for academic achievement, as it allows for more effective communication and collaboration between all community partners involved in a student's education. Additionally, by providing access to instructional support and resources through Zoom, the district ensures students from unduplicated student groups receive the necessary assistance to improve their academic performance. This action facilitates access for families who are unable to physically attend school sites or leave work for meetings, thus removing barriers to parental involvement and promoting a supportive learning environment conducive to academic success. This action will be measured through the Family Panorama Survey (SP 4.2.2).		
4.3	Family Resource Center	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center	\$13,687.00	Yes

Action #	Title	Description	Total Funds	Contributing
		serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being. By providing a central location for families to seek support and connect with resources, the Family Resource Center promotes a sense of belonging, empowerment, and resilience within the community. Through this action, the district demonstrates its commitment to fostering strong partnerships between schools and families, promoting equity and access to resources, and supporting the holistic development of unduplicated student groups and their families. This action will be measured through the Family Panorama Survey (SP 4.2.2).		
4.4	Enrollment Center	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Enrollment Center serves as a centralized location for families to register and enroll students across all 21 school sites, streamlining the process and ensuring consistency. This centralized hub offers essential services, including student registration, initial language assessments, program placement options, and transfer requests. By providing these services in one location, the Enrollment Center ensures that unduplicated student groups receive timely and accurate assessments, leading to appropriate program placements that cater to their specific needs. The initial language assessment is particularly crucial for identifying English learners and placing them in suitable language support programs, which are vital for their academic success. The enrollment center's comprehensive services support the academic achievement of unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting	\$564,380.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a smoother transition into the school system and setting a strong foundation for future learning. This action will be measured through the Family Panorama Survey (SP 4.2.2).		
4.5	Family Wrokshops: Diversity, Equity, and Inclusion	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District's initiative to host interactive workshops for parents on diversity, equity, and inclusion not only addresses the needs of unduplicated student groups but also directly supports academic achievement. By empowering parents with the knowledge and skills to create inclusive environments at home and in the community, these workshops foster a supportive educational ecosystem. Research consistently shows that a positive and inclusive school culture correlates with improved academic performance. Therefore, by strengthening partnerships between parents and the school, promoting equity, and advancing social justice, this action lays a foundation for enhanced academic success among all students. This action will be measured through the Family Panorama Survey (SP 4.2.2).	\$21,400.00	Yes
4.6	Parent/Teacher Teams	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	\$137,614.50	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will pilot the Parent/Teacher Teams model in select district schools to enhance collaboration between parents, teachers, and unduplicated student groups in support of academic achievement. Through regular meetings and data-informed discussions, parents and teachers will collaborate to establish academic goals, track progress, and identify strategies for supporting learning both at home and in the classroom. Additionally, the district will provide capacity-building workshops and resources to empower parents with the knowledge and skills needed to support their child's education effectively. By implementing Parent/Teacher Teams, the district aims to strengthen the home-school partnership, promote sustained parent engagement, and improve academic outcomes for all unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.2.2).		
4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By disseminating accurate information through various channels such as videos, district webpages, and social media platforms, the district ensures that everyone stays informed about important projects, initiatives, and updates related to the student profile. This level of transparency not only promotes accountability but also empowers stakeholders to actively participate in the district's strategic planning and decision-making processes. Furthermore, offering communication in multiple languages, including Mixteco and ASL when needed, demonstrates a commitment to inclusivity and accessibility, ensuring that all members of the community can engage with the	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		information effectively. Ultimately, effective communication fosters a sense of community, strengthens relationships, and contributes to the overall success and well-being of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.2.4).		
4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action holds significant importance as it focuses on building the capacity of teachers and leaders in cultural proficiency and effective school-family engagement. By providing professional development opportunities such as webinars, workshops, and literature reviews/book studies, the district empowers staff to better understand and address the needs of unduplicated student groups. Enhancing cultural proficiency and promoting strong school-family partnerships are essential for creating inclusive learning environments where all unduplicated student groups can thrive academically and socially. Therefore, investing in professional development in these areas is crucial for improving student outcomes and fostering a supportive and inclusive school community. This action will be measured through the Family Panorama Survey (SP 4.2.5).	\$500.00	Yes
4.9	Transition to High School- Parent Workshops	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To assist families in supporting their unduplicated student groups' transition to high school, the district provides student and family workshops on 'Going to High School and Beyond.' ORCs and counselors will conduct workshops for families in grades 5 and up to review what they need to consider before their transition to high school. This action includes preparing unduplicated student groups and families with information and support regarding A-G opportunities and requirements in high school. Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information but also empower parents to actively support their children's academic journey. By equipping families with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success. This action will be measured through the Family Panorama Survey (SP 4.3.3).		
4.10	Special Education: Parent/Family Supports	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, family and community engagement, and mental health services, while benefiting all students within the district. This action encompasses a multifaceted approach aimed at providing comprehensive assistance and resources to parents of unduplicated student groups receiving special education services within the district. Central to this effort is the establishment of the "Special Education Community Council," a monthly gathering comprising a selected committee representing diverse stakeholders within the	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		community. This council serves as a platform for open dialogue, collaboration, and partnership between families, educators, and other relevant educational partners. In addition to the Community Council, the district offers targeted "Parent/Family Training" tailored to specific groups within the special education community, addressing the unique needs and challenges faced by parents of unduplicated student groups with various disabilities, including Autism, Emotional Disturbance (ED), and those utilizing Augmentative and Alternative Communication (AAC) systems. By providing specialized training, the district aims to empower parents with knowledge, skills, and resources to effectively support their children's academic, social, and emotional development. This action will be measured through the Family Panorama Survey (SP 4.3.3).		
4.11	Parent Support Liaison	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Parent Support Liaison focuses on providing support, guidance, and resources to families to help them navigate various aspects of their children's education. Acting as a bridge, the Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being. This action will be measured through the Family Panorama Survey (SP 4.3.3).	\$110,479.02	Yes

Action #	Title	Description	Total Funds	Contributing
4.12	Translators/ Interpreters: Mixteco	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and cultural diversity within the Oxnard School District community, particularly among families who speak Mixteco as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff, unduplicated student groups, and families who may face language barriers. By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).	\$208,764.72	Yes
4.13	Translators/ Interpreters: Spanish	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	\$747,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and cultural diversity within the Oxnard School District community, particularly among families who speak Spanish as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff and families who may face language barriers. By providing translation and interpretation services, the district will ensure that vital information regarding school programs, policies, and student progress is effectively conveyed to Spanish-speaking families. This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).		
4.14	Contract for Interpreting Services	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action recognizes the importance of effective communication between school staff, unduplicated student groups, and families who may speak languages other than English. By contracting with qualified interpreters, the district aims to ensure clear and accurate communication in various contexts, including parent-teacher conferences, school events, and meetings. These interpreting services will enable non-English-speaking families to fully engage with the educational process, understand important information, and actively participate in their	\$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		children's education. Additionally, by providing access to professional interpreters, the district reinforces its commitment to equity, inclusivity, and cultural responsiveness, thus fostering a supportive and welcoming environment for all members of the school community, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).		
4.15	Panorama Surveys	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Utilizing the Panorama platform, this action seeks to assess and enhance family engagement practices while also gathering insights to inform the development and refinement of the Local Control and Accountability Plan (LCAP). Through the survey, families are provided with the opportunity to share their perspectives, experiences, and priorities regarding their child's education, as well as their engagement with the school community. By leveraging the Panorama platform, the district aims to streamline the survey administration process, maximize participation rates, and obtain actionable data to drive informed decision-making and strategic planning efforts. This action will be measured through the Family Panorama Survey (SP 4.6.1).	\$20,000.00	No
4.16	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$170,854.17	No

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district has hired a webmaster tasked with supporting the updating of the Oxnard School District website and individual school sites. The Web Content Analyst possesses expertise in both technical aspects and content management to ensure accurate and timely updates. Additionally, they establish protocols to maintain consistency across all OSD pages and sites, thereby enhancing accessibility and user experience, and fostering a community partnership conducive to academic achievement for unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.6.6).		
4.17	Board Room	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves maintaining the infrastructure of the district's board room as a proactive measure to enhance transparency and foster open communication between the district and the community it serves. By engaging and informing the community, it strengthens family engagement, positively impacting the academic achievement of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.6.6).	\$350,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Transformational Leadership and Infracstructure: Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district’s identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education. 5.1 STRATEGIC PLAN IMPLEMENTATION 5.2 DISTRICTWIDE COHERENCE 5.3 ACCOUNTABILITY & PROGRESS MONITORING 5.4 HUMAN CAPITAL 5.5 COMMUNICATIONS 5.6 FINANCE & TECHNOLOGY INFRASTRUCTURE	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district is focused on the need for establishing district-wide coherence for all previous findings areas noted above. There are certainly clear “bright lights” across the district, and there are opportunities to build on these successes to create more coherent and widespread district success.Currently, these “bright lights” are independent efforts for the most part.

There is a need for well-articulated coherence across schools in the district and across divisions and departments at the district-level. Most importantly, all stakeholders need to clearly know and understand implications of the Student Profile for organizing classroom and school life and informing community initiatives and efforts. Resources could be maximized if there was a clear plan that all understood about how differential resources support the overall district vision.

That Oxnard School District is a TK-8 district brings with it considerable challenges. The journey to success for Oxnard students continues long after they leave the district, yet the district has little say in how its students are supported once they are promoted at the end of 8th grade. There is a pressing need for articulation between the district and the high schools into which Oxnard students matriculate.

Based on our findings regarding the current status of the district and students, we have identified five big buckets of work we need to take on in order to realize our vision. These are our five strategic goals, which form the framework for powerful and sustainable district transformation. The Oxnard Stakeholder Design Team will develop recommended actions for each of these strategic goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of Properly Credentialed Teachers (State Priority 1A)	Source: 2022-23 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 88.5% Out-of-Field: 1.0% Intern: 1.1% Ineffective: 4.0% Incomplete: 4.1% Unknown: 1.3%			Source: 2025-26 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 100% Out-of-Field: 0% Intern: 0% Ineffective: 0% Incomplete: 0% Unknown: 0%	
5.2	Student Access to Standards-aligned Instructional Materials Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home (State Priority 1B)	2022-23 CA Dashboard Local Indicators 0%			2025-2026, CA Dashboard Local Indicators 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0			Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Oxnard Empowers - Implementation of Strategic Plan	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The aim of this initiative is to implement the district's vision-focused and action-oriented strategic plan. This plan articulates a compelling vision for the future we envision for our district and community, clearly outlining how we will engage all Oxnard School District's unduplicated student groups in high-level learning opportunities that prepare them for success in a global 21st-century environment. This action supports the academic achievement of unduplicated student groups by implementing a strategic plan that provides equitable resources and high-level learning opportunities, preparing them for success in a global 21st-century environment. This action will be monitored through the CA Dashboard Metrics (SP 5.1.1).	\$500.00	Yes
5.2	Board of Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical role of the Board of Education in shaping the direction and policies of the district, this action is designed to provide board members with opportunities for ongoing learning and skill enhancement. The professional learning activities for the Board of	\$1,710,237.00	No

Action #	Title	Description	Total Funds	Contributing
		Education encompass a diverse range of topics relevant to their responsibilities and governance roles, including legal and ethical responsibilities, effective governance practices, educational policy and leadership, fiscal management and accountability, and equity, diversity, and inclusion. By engaging in continuous professional learning, Board of Education members are better equipped to fulfill their governance duties effectively, make informed decisions, and advocate for the needs of unduplicated student groups, staff, and the community. Ultimately, this action contributes to the overall effectiveness and success of the Oxnard School District in achieving its educational goals and priorities. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.3	Resources: Superintendent	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Acknowledging the pivotal role the Superintendent plays in steering the district towards its goals and cultivating a culture of excellence, this action is designed to provide ongoing learning and skill enhancement opportunities. Encompassing a broad spectrum of topics crucial to leadership responsibilities. The professional learning activities for the Superintendent include educational leadership and vision, strategic planning and implementation, instructional leadership, organizational management and governance, and equity, diversity, and inclusion. By engaging in continuous professional learning, the Superintendent is empowered to lead with foresight, integrity, and efficacy, driving positive change and sustainable improvement within the Oxnard School District. Ultimately, this initiative is pivotal in advancing the district's educational mission and meeting the diverse needs of its	\$500,829.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups, staff, and community. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.4	Professional Learning: Three District Days	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing that interventions alone are insufficient, the district emphasizes the pivotal role of best-first instruction in improving outcomes for unduplicated student groups. To this end, the district will allocate three additional professional development days to staff. These days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The intent of the district is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).	\$1,758,239.13	Yes
5.5	District Wide Banking of Minutes	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district firmly believes that prioritizing high-	\$1,653,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		quality initial instruction will have the most significant impact on improving outcomes for unduplicated student groups. To achieve this goal, the district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the State of California. During this dedicated hour, staff will engage in focused collaborative instructional planning. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).		
5.6	New Teacher Institute	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The New Teacher Institute offers essential information and resources to teachers new to the district, supporting them both in instruction and as employees. Specialized training is provided to Special Education and Biliteracy Teachers. The district will offer full days of training before the start of the school year and additional full days and after-school sessions for follow-up throughout the school year. This action will be monitored through the CA Dashboard Metrics (5.2.2).	\$25,000.00	No
5.7	Institute for New Administrators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of the New Administrators Institute directly responds to this imperative. By providing new administrators with comprehensive information and resources, this initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to academic success for all students. This action will be monitored through the CA Dashboard Metrics (5.2.2).		
5.8	Professional Collaboratives	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will establish a task force composed of practitioners to collaboratively assess and review the current district programs and practices, ensuring alignment with standards-based instruction, assessment, curriculum, and professional development. These efforts will reflect the best practices and pedagogical principles outlined in the district's strategic plan. The ultimate goal is to support the development of OSD's Student Profile alongside the achievement of unduplicated student groups, mastery of standards, and college and career readiness as defined in OSD EMPOWERS. This action will be monitored through the CA Dashboard Metrics (SP 1.3.1).	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.9	Collaboration Opportunities: Mathematics	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action focuses on promoting collaboration among educators within the Mathematics domain, leveraging the practice of Thinking Classrooms. Through collaborative planning and discussion, teachers will enhance mathematics instruction and student learning outcomes. They'll share best practices, explore new instructional strategies, and collectively problem-solve challenges. The Thinking Classrooms Framework emphasizes student-centered learning, critical thinking, and problem-solving skills development. By fostering collaboration and leveraging the Thinking Classrooms framework, this action aims to empower educators to create enriching mathematics learning experiences that inspire curiosity, creativity, and a deep understanding among unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	\$500.00	Yes
5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Collaborative planning empowers teachers to address individual student needs more effectively, providing targeted	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support and differentiation to accommodate diverse learning styles and abilities. Additionally, fostering strong relationships between teachers benefits unduplicated student groups by instilling a sense of continuity and belonging, facilitating their transition into the next phase of their education. Ultimately, collaboration between teachers enriches the overall educational experience for unduplicated student groups, positioning them for academic and social success. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).		
5.11	Collaboration Opportunities: Biliteracy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The focus of this action is to provide teachers with opportunities to function as a Professional Learning Community. Guided and supported by a Teacher on Special Assignment, the goal is to refine lesson design based on biliteracy units and grounded in the district's adopted biliteracy framework, embodying best practices and high-leverage strategies. Through this collaboration, teachers receive tailored guidance and support to effectively implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	\$71,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.12	Collaboration Opportunities: Middle School	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Middle school collaboration provides an opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	\$51,960.00	Yes
5.13	Collaboration Opportunities: Supporting the Implementation of State Standards and Frameworks	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through collaboration among practitioners, the district aims to ensure alignment of curriculum, instruction, and assessment with state-mandated standards. This action reinforces the district's commitment to providing unduplicated student groups with a rigorous and equitable learning experience that prepares them for success in college, career, and beyond, as outlined in the district's strategic plan	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and reflected in the district's student profile. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).		
5.14	Employee Onboarding	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to ensure that new hires to the district receive comprehensive guidance on district policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.4.4).	\$15,000.00	Yes
5.15	Educational Services: Management and Support Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To advance the objectives and aspirations of the District, it is imperative to strengthen the Educational Services	\$639,166.40	No

Action #	Title	Description	Total Funds	Contributing
		Department with proficient Central Office Staff. These professionals will collaborate closely with school leaders, teachers, and stakeholders to ensure alignment with district goals and standards. Their expertise will not only support current initiatives but also pave the way for innovative approaches to teaching and learning. Enhancing the Educational Services Department with skilled Central Office Staff is crucial for providing the necessary support and expertise to foster innovative teaching approaches, thereby improving the academic performance of unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.16	Manager of Equity, Family and Community	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Manager of Equity and Community works diligently to implement the EL Master Plan, ensuring that policies and practices are aligned with the goal of providing equitable education opportunities. By actively engaging families, the Manager helps to build trust and create a supportive network that encourages parental involvement in their children's education. Moreover, the Manager collaborates with community organizations to provide resources and services that aid in the academic and socio-emotional development of students. Additionally, the Manager works with various parent groups, providing them with educational opportunities and creating spaces to express their voices and opportunities for their cultures and languages to be celebrated. Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing	\$207,727.71	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement gaps. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.17	Director of Pupil Services	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This administrative role encompasses a range of responsibilities aimed at promoting the holistic well-being and academic success of all unduplicated student groups. The Director oversees various pupil service programs, including counseling, health services, attendance, and student support initiatives. They work collaboratively with school administrators, educators, and community partners to develop and implement policies, programs, and interventions that address the diverse needs of unduplicated student groups. By providing leadership, guidance, and resources, the Director of Pupil Services ensures that unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	\$467,442.09	Yes
5.18	Counselors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$4,608,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action reflects a commitment to holistic student support and well-being. Counselors play a multifaceted role in the educational ecosystem, providing essential guidance and assistance to unduplicated student groups across various domains of their lives. From academic counseling to social-emotional support, these professionals offer personalized assistance to address the diverse needs of unduplicated student groups, fostering a nurturing and inclusive learning environment. By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.19	District Family and Community Liaison	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district employs a District Family and Community Liaison to support families of students most at risk. The Community Liaison is based in the Family Resource Center, which operates during the workday and provides support to families. One aspect of their role is to ensure that students identified as homeless or foster youth receive additional support and services. Moreover, the Family Resource Center offers parents opportunities to participate in professional learning across various areas, thereby enhancing their ability to support	\$130,821.56	Yes

Action #	Title	Description	Total Funds	Contributing
		their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.20	Outreach Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Every school within the district benefits from the presence of an Outreach Specialist who collaborates closely with the Manager of Equity and Community Engagement and the Community Liaison. This vital role serves as a bridge between the school and the wider community, ensuring that families and stakeholders receive tailored support and resources. The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	\$1,944,353.29	Yes
5.21	Mental Health Clinician	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	\$429,617.48	No

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of a district Therapeutic Counselor is a proactive step in addressing the intensive emotional and mental health needs of students. This licensed Marriage and Family Therapist (LMFT) offers specialized counseling services tailored to support students with complex emotional challenges. Working in collaboration with school staff and families, the Therapeutic Counselor provides targeted interventions and support to help students navigate and overcome obstacles that may impact their academic and personal well-being. This action not only supports students in accessing the resources they need but also fosters a nurturing and supportive school environment conducive to academic success and personal growth. This action will be monitored through the CA Dashboard Metrics (5.4.1).		
5.22	Healthy Start Social Workers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district collaborates with the County to deploy social workers at four school sites, offering vital support to unduplicated student groups and families. These social workers engage in collaborative efforts with administrators, counselors, ORCs, and Family Liaisons, providing comprehensive assistance to families within their home school and surrounding schools. This action is crucial for the academic achievement of unduplicated student groups, as it provides vital support	\$476,172.00	No

Action #	Title	Description	Total Funds	Contributing
		and comprehensive assistance to families, addressing resource inequities. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.23	Health Assistants and/or Health Care Technicians (LVNs)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The deployment of health assistants (LVNs) is particularly beneficial for low-income students, students experiencing homelessness, and foster youth who often lack resources and may miss school due to health and welfare factors. These skilled professionals, Licensed Vocational Nurses (LVNs), play a critical role in providing essential health care services to students across various school settings. Working collaboratively with school nurses and other healthcare providers, the health assistants and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	\$1,505,723.28	Yes
5.24	Campus Assistants/Supervisors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	\$4,667,807.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Campus assistants or supervisors play a vital role in ensuring the safety and well-being of students during crucial times of the school day, such as lunch, recess, and before/after school. Their presence helps maintain order and prevent potential conflicts or accidents in areas where students gather in large numbers, such as the playground or cafeteria. By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school environment where unduplicated student groups can thrive both academically and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.25	Recruitment, Selection and Retention of Human Capital	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District is confident in its ability to fulfill its mission of providing a culturally diverse education in a safe, healthy, and supportive environment, preparing unduplicated student groups for college and career opportunities. This objective is pursued through several key actions. Firstly, the district focuses on recruiting and retaining exceptional individuals who contribute to the educational community. Secondly, strategic efforts are implemented in the areas of recruitment, selection, retention, and operations to ensure efficiency and effectiveness in human resource management. Finally, the district maintains labor relations with three associations, fostering collaboration	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and cooperation to support the district's goals and objectives. The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities, This action will be monitored through the CA Dashboard Metrics (SP 5.4.2).		
5.26	Recruitment: Classified Positions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district recognizes the critical role that classified staff play in supporting the overall functioning and success of our schools. With this understanding, the district is committed to recruiting highly qualified and dedicated individuals to fill classified positions across various departments and roles within the district. Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.2).	\$25,000.00	Yes
5.27	Transitional Kindergarten Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	\$2,288,708.36	Yes

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Assigning paraeducators to TK classrooms is essential to meet the state-required adult-to-child ratios. By adhering to these ratios, the district ensures that each child receives adequate supervision, support, and attention from qualified adults, which is crucial for their overall development. Additionally, meeting these ratios allows for the implementation of developmentally appropriate practices and individualized instruction, tailored to the unique needs of each child. Assigning appropriate numbers of paraeducators to TK classrooms not only fulfills regulatory requirements but also prioritizes the optimal learning and growth of young learners in the district. Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall development. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).		
5.28	Kindergarten Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators play a crucial support role in kindergarten classrooms, providing invaluable assistance to teachers and enhancing the overall learning experience for unduplicated student groups. Their responsibilities encompass a wide range of tasks aimed at promoting student success and creating a positive classroom environment. They may	\$798,769.79	No

Action #	Title	Description	Total Funds	Contributing
		assist unduplicated student groups with completing assignments, practicing literacy and numeracy skills, and engaging in educational activities. Furthermore, paraeducators collaborate closely with teachers to implement instructional strategies, adapt materials to meet student needs and collect data on student progress. By serving as trusted allies and support systems in kindergarten classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).		
5.29	General Education Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action entails general education paraeducators supporting students with 504 plans when required. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the general education environment. By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	\$431,041.04	Yes
5.30	Opportunity Program Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	\$106,744.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the education environment. By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).		
5.31	District Nurses	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As an integral part of the district's infrastructure, the district employs district-based school nurses who provide essential support to schools as needed. These trained professionals play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	\$762,169.57	Yes

Action #	Title	Description	Total Funds	Contributing
5.32	Communication Platforms	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district aims to enhance communication channels with parents through various means, including the district's website, email, text, and phone calls with the goal of improving parental engagement. By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.5.1).	\$25,000.00	Yes
5.33	Internal Communication Systems	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).		
5.34	Communications from Central Office	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).	\$125,000.00	Yes
5.35	Curriculum Council	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Curriculum Council functions as an	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		advisory group of educators who provide valuable insights and recommendations on curriculum-related matters within the district. This group, composed of administrators, teachers, and curriculum specialists, offers expertise and guidance to inform decision-making processes regarding curriculum development, implementation, and assessment. Through collaborative discussions and deliberations, the council evaluates curriculum materials, instructional resources, and teaching methodologies to ensure alignment with educational standards and objectives. The Curriculum Council's role as an advisory group is crucial for the academic achievement of unduplicated student groups, as it provides expert insights and recommendations on curriculum development, implementation, and assessment, ensuring that instructional resources and teaching methodologies align with educational standards and effectively address the needs of the district's diverse student population. This action will be monitored through the CA Dashboard Metrics (SP 5.5.10).		
5.36	Place Holder	Place Holder		
5.37	Required Accountability Templates	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Templates for required documents, including translations, such as the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Comprehensive Support and Improvement Plan (CSSP), and School Accountability Report Card (SARC), will be maintained. By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English.	\$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement (SP 5.3).		
5.38	Practi-Cal Medical Billing	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter Medi-Cal billing reports which are sent to Practi-Cal for review. Costs are recovered through this program. This action will be monitored through the CA Dashboard Metrics (SP 5.6.2).	\$209,430.00	No
5.39	Student Technology Access and Annual Refresh	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will integrate technology teaching and learning across the curriculum, empowering every student in grades TK-8 with essential technological competencies to thrive in the modern world. Additionally, the district will uphold its commitment to equity by	\$6,187,975.78	Yes

Action #	Title	Description	Total Funds	Contributing
		maintaining a dedicated department at the district level to oversee the implementation of the 1:1 device program in all TK-8th grade classrooms. The Technology Services Technicians will serve as invaluable resources, providing educational technology support to unduplicated student groups, staff, and families across all 21 school sites. This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world. This action will be monitored through the CA Dashboard Metrics (SP 5.6.4).		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$58,685,033	\$57,636,108

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
41.880%	0.000%	\$0.00	41.880%

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
1.1	Action: Academic Incentives and Recognitions Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. This initiative directly addresses this data, aligning with state	Aligned with the district's strategic plan and reflective of its student profile, this action focuses on implementing incentives tailored for unduplicated student groups. It aims to motivate and encourage students by emphasizing the importance of continuing their career and/or college paths, consistent with the district's strategic goal to foster a college-going culture and promote post-secondary education.	State Metrics and Assessments

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
	priorities and addressing resource inequities, while benefiting all students within the district. Scope: LEA-wide		
1.5	Action: Implementation and Expansion of Biliteracy Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students.	State Metrics and Assessments English Language Proficiency State Assessment Reclassification Rates
1.6	Action: Expand Primary Language Classroom and Site Libraries Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,	Expanding the primary language libraries and instructional resources at school sites, classrooms, and homes is essential for promoting inclusivity and supporting diverse learners within the district. This action not only fosters a sense of belonging and validation among unduplicated student groups but also facilitates their academic success by ensuring that they can access learning materials in a variety of languages. This action plays a crucial role in creating equitable learning opportunities for all unduplicated student groups and fostering a	State Metrics and Assessments

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
	aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	supportive educational ecosystem where every learner can thrive.	
1.7	Action: Renaissance Software Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Scope: LEA-wide	The Renaissance Star Assessment Program is employed across the district as an assessment tool to identify unduplicated student groups for intervention placement and leveled instruction. In addition, another aspect of this program is its role as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Furthermore, the Accelerated Reader Program is utilized to bolster reading comprehension and fluency. The use of the myON program further enhances reading comprehension, accessed through 1:1 devices both at school and at home.	State Metrics and Assessments

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: Learning Management System Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Scope: LEA-wide	The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments.	State Metrics and Assessments
1.9	Action: Data Management Systems Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data management systems including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately	State Metrics and Assessments

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 unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Scope: LEA-wide	monitor student progress and inform instructional actions, including intervention and enrichment.	
1.10	Action: Portfolio Management System: Transitional Kindergarten Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular	This action provides TK educators access to tools that enable accurate documentation of student progress across various domains. Teachers will input observational data and evidence of student learning, facilitating ongoing assessment and personalized instruction tailored to benchmarks. Student portfolios facilitate efficient communication with parents, offering real-time updates on their child's developmental milestones and academic achievements. This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic development among TK unduplicated student groups district-wide.	State Metrics and Assessments

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
	opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Scope: LEA-wide		
1.11	Action: Implementation of Grade-Level Standards Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Ensuring the implementation of grade-level standards for unduplicated groups is vital for promoting equity and academic excellence within the district. Unduplicated groups, which include English learners, low-income students, and foster youth, often face systemic challenges that hinder their academic performance. By rigorously adhering to grade-level standards, the district ensures that these students receive a consistent, high-quality education that prepares them for future academic success and closes achievement gaps. Implementing these standards provides a clear framework for what students should know and be able to do at each grade level, enabling targeted instruction that meets their unique needs.	State Metrics and Assessments
1.12	Action: Alignment of State Standards and Local Assessments Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include	Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement.	State Metrics and Assessments

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
	some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and data-driven instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps.	
1.13	Action: Vertical and Horizontal Planning and Communication Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey.	State Metrics and Assessments
1.14	Action: Project Based Learning Need:	Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL	State Metrics and Assessments

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 Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	accommodates diverse learning styles, making education more accessible and meaningful for English learners, low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence.	
1.15	Action: Interdisciplinary Units Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Interdisciplinary units are essential for supporting the district's student profile. For unduplicated groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances.	State Metrics and Assessments
1.16	Action: Universal Design for Learning	Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district.	State Metrics and Assessments

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	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the curriculum effectively. Through UDL strategies, educators can provide personalized support, offer multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success.	
1.17	Action: Implementation of Essential Pedagogical Principles Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By integrating a holistic approach that encompasses recognizing and amplifying strengths, affirming identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all.	State Metrics and Assessments
1.18	Action: Implementation of the CA Frameworks	Focusing specifically on unduplicated student groups, the implementation of the California	State Metrics and Assessments

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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources.	
1.19	Action: Professional Learning Communities Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The framework of professional learning communities (PLCs) significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of all students, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups. PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated students to succeed academically.	State Metrics and Assessments

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
1.20	Action: Developing Multilingualism Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By implementing initiatives to promote multilingualism, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity.	State Metrics and Assessments
1.21	Action: Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:	The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through	Reclassification Rates English Learner Proficiency/ELPAC

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	workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential.	
1.22	Action: Implementation of Oxnard EMPOWERS/OSDs Master Plan Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The implementation of the district's strategic plan, in alignment with the Local Control and Accountability Plan (LCAP), promotes academic achievement for unduplicated students by focusing on five key goals: Student Academic Engagement & Achievement, Learning Environment & School Climate, Guidance & Support to Sites and District Departments, Family/Community Alliances for Student Success, and Transformational Leadership & Infrastructure. By providing high-quality, standards-based instruction, fostering an inclusive and supportive school climate, offering targeted resources and support, engaging families and communities, and building strong leadership and infrastructure, the district aims to close achievement gaps, promote equity, and ensure that all unduplicated students reach their full academic potential.	State Metrics and Assessments
2.1	Action: English Literacy Intervention: Lexia Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	Through its adaptive technology and data-driven approach, Lexia identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating Lexia into our MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their English literacy skills.	CA Dashboard: ELA

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	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
2.2	Action: Spanish Literacy Intervention: iStation-District Licenses Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Through its adaptive technology and data-driven approach, iStation identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating iStation as a tool within the district's MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their Spanish literacy skills.	CA Dashboard: ELA
2.3	Action: Mathematics Intervention: IXL Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	IXL is an online educational platform with a particular focus on providing targeted math instruction and practice for unduplicated student groups. It offers personalized learning experiences designed to address the specific needs of unduplicated student groups who require additional support in mathematics. IXL helps teachers monitor student progress, identify math	CA Dashboard: Mathematics

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	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	skill gaps, and provide differentiated instruction to support unduplicated student groups as part of Tier 2 interventions	
2.4	Action: Mathematics Intervention: Math Labs Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Math Labs provide targeted instruction and support to unduplicated student groups who require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into our Tier 2 intervention framework, we aim to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational math skills necessary for future success in college, career, and life.	CA Dashboard: Mathematics
2.5	Action: Interventions: Tier III and Special Education Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	Specialized interventions and materials are meticulously designed to cater to unduplicated student groups in need of additional support.	CA Dashboard Metrics

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	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
2.8	Action: Social Emotional Development Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Tiered social/emotional supports provide a comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture.	Panorama Surveys
2.10	Action: Literacy Intervention Teachers Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices.	CA Dashboard: Mathematics CA Dashboard: ELA CA Dashboard: Science

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
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
2.12	Action: Interventions: English Language Development Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their academic success and overall development. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole.	CA Dashboard: EL Progress
2.13	Action: Universal Screening: Gifted and Talented Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	This action aims to ensure equitable access to gifted and talented programs for all unduplicated student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate	CA Dashboard: Mathematics CA Dashboard: Science CA Dashboard: ELA

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
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning	
2.16	Action: Attendance Technicians Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Attendance Technicians will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having dedicated staff members focused on attendance, the district aims to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic outcomes and overall student success.	CA Dashboard: Chronic Absenteeism School Attendance Rate
2.25	Action: Positive Behavior Supports (PBIS) Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral challenges and provide targeted	CA Dashboard: Suspension Rate CA Dashboard: Chronic Absenteeism School Attendance Rate Middle School Dropout Rates Pupil Expulsion 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
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The action supports the implementation of district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups. Scope: LEA-wide	interventions to promote positive behavior and academic success.	
2.26	Action: Safe Learning Environments Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential	Panorama Survey
2.27	Action: School Resource Officers	By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive	Panorama Survey

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	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential	
2.29	Action: Student Assemblies: Social Media and Positive Interactions Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	With this action, the district not only enhances physical security measures but also fosters a supportive environment where everyone feels valued and empowered to thrive academically, socially, and emotionally. This action reflects an ongoing dedication to creating inclusive and nurturing school environments that prioritize the well-being and success of all members of the school community.	Panorama Survey
2.30	Action:	Transportation facilitates access to enrichment programs, extracurricular activities, and support	CA Dashboard: Chronic Absenteeism

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
	Transportation for General Education, Homeless and Foster Youth Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically and socially despite their housing instability or foster placement.	School Attendance Rate Middle School Dropout Rates
2.31	Action: Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:	Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success.	Panorama 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
	LEA-wide		
2.34	Action: Facilities Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By maintaining 21st-century schools with modern facilities and resources, the Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning.	CA Dashboard Metrics Panoramy Survey
3.1	Action: Developing Human Capital: PD for Strategic Plan Recommendations Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students

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		
3.2	Action: Teachers on Special Assignment/Content Specialists Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Teachers on Special Assignment (TOSAs)collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific subject areas, offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliiteracy Percentage of Eligible Students Physical Fitness Test
3.3	Action: Professional Learning: Implementation of State Standards Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	Through this holistic approach, the initiative aims to empower practitioners with the knowledge and skills necessary for successful state standards implementation, ultimately enriching the learning experiences of all unduplicated student groups within the district.	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliiteracy Percentage of Eligible Students Physical Fitness Test

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
	resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.4	Action: Professional Learning: Central Management Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By investing in professional development and fostering connections with other professionals, Central Office Management personnel will be better equipped to address the complex challenges and responsibilities inherent in their roles, ultimately leading to more efficient and effective district operations that directly impact student outcomes and experiences	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.6	Action: Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,	TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional development ensures a cohesive and supportive learning environment, ultimately leading to	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

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
	aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	improved academic performance and the closing of achievement gaps for unduplicated student groups.	
3.8	Action: Professional Learning for Teachers: Biliteracy Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Providing professional development supports the academic achievement of unduplicated student groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices.	Panorama: Staff Survey STAR 360 Spanish Pathway Towards Biliteracy Percentage of Eligible Students
3.9	Action: Professional Learning: Mathematics Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,	Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student outcomes.	Panorama: Staff Survey STAR 360 Mathematics

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
	aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.12	Action: Professional Learning: Health Education Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Providing comprehensive health education, including Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement.	Panorama: Staff Survey
3.14	Action: Professional Learning: Gifted and Talented Education Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:		
3.15	Action: Training and Professional Learning: STAR/myOn Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	This action aims to equip teachers with the necessary skills and knowledge to leverage the diverse features and resources offered by STAR/myON thereby enhancing student engagement and academic growth	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments
3.19	Action: Professional Learning: Restorative Practices Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a positive school climate and academic achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success.	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.20	Action: Professional Learning: Counselors Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By equipping school counselors with the necessary skills and knowledge, the district ensures it can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students.	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics
3.21	Action: Professional Learning and Wellness for Staff Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	The Professional Growth for OSSA members, including nurses, counselors, speech pathologists, program specialists, behaviorists, and psychologists, plays a pivotal role in this effort. This action primarily targets meeting the needs of unduplicated student groups and all students alike, acknowledging the necessity of comprehensive support across all demographics for effective implementation.	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.22	Action: Professional Learning for Outreach Consultants (ORCs) Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Scope:	This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics

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		
3.23	Action: Training and Professional Learning for Substitute Teachers Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently.	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.24	Action: Training and Professional Learning for Classified Staff Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving student success and fostering a supportive educational environment.	Panorama: Staff Survey Local Indicator Metrics

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		
3.27	Action: Training and Professional Learning: Data Management Systems Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success.	Panorama: Staff Survey Local Indicator Metrics
3.28	Action: Training and Professional Learning: Communication Platforms Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support.	Panorama: Staff 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
	resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.32	Action: Review/Redesign Report Cards Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The redesigned report cards will provide parents with comprehensive insights into their child's academic growth, including proficiency in key competencies aligned with the Student Profile. Through this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success.	Panorama: Family Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.33	Action: Implementation of Required State Assessments Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,	The district supports state testing with necessary resources and the provision of professional development to teachers and administrators. The Testing Coordinator plays a crucial role in managing all district and state-required assessments, and providing technical support to staff as needed. Participation in required State testing demonstrates the district's commitment to transparency, accountability, and compliance with state and federal education regulations.	Panorama: Staff 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
	aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.35	Action: Textbook Adoptions Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs.	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.36	Action: Additional Teachers Above Base Staffing Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,	By ensuring lower ratios, unduplicated student groups can benefit from a more individualized learning experience, which can contribute to academic success and overall well-being.	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

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
	aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.37	Action: Maintain 24:1 TK- 3rd Grade Average Need: The Oxnard School District's unduplicated student groups, which represent more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining smaller class sizes reflects the district's commitment to student success and academic achievement.	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.38	Action: School Site Allocations to be Prioritized by School Site Council Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups.	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.39	Action: Above Base/ Assistant Principals Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school cultures, and implementing strategies to elevate academic standards. Through this strategic investment, the district reinforces its commitment to facilitating the success of our schools and empowering them to reach their full potential as centers of excellence in education.	Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.40	Action: Teacher Substitutes/ Site Assigned/ Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	By ensuring classroom coverage, the district demonstrates its commitment to delivering quality education across all schools in the district	Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
3.41	Action: Supplemental Instructional Materials Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery.	Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
4.3	Action: Family Resource Center Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being.	Panorama: Family 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
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
4.4	Action: Enrollment Center Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The enrollment center's comprehensive services support the academic achievement of unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting a smoother transition into the school system and setting a strong foundation for future learning.	Panorama: Family Survey
4.5	Action: Family Wrokshops: Diversity, Equity, and Inclusion Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	Research consistently shows that a positive and inclusive school culture correlates with improved academic performance. Therefore, by strengthening partnerships between parents and the school, promoting equity, and advancing social justice, this action lays a foundation for enhanced academic success among all students.	Panorama: Family 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
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide		
4.6	Action: Parent/Teacher Teams Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By implementing Parent/Teacher Teams, the district aims to strengthen the home-school partnership, promote sustained parent engagement, and improve academic outcomes for all unduplicated student groups.	Panorama: Family Survey
4.7	Action: Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families Need:	Offering communication in multiple languages, including Mixteco and ASL when needed, demonstrates a commitment to inclusivity and accessibility, ensuring that all members of the community can engage with the information effectively. Ultimately, effective communication fosters a sense of community, strengthens relationships, and contributes to the overall	Panorama: Family 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
	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	success and well-being of unduplicated student groups.	
4.8	Action: Supporting Cultural Proficiency and Focus on Equitable Practices Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Enhancing cultural proficiency and promoting strong school-family partnerships are essential for creating inclusive learning environments where all unduplicated student groups can thrive academically and socially. Therefore, investing in professional development in these areas is crucial for improving student outcomes and fostering a supportive and inclusive school community.	Panorama: Family Survey
4.9	Action: Transition to High School- Parent Workshops	Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information	Panorama: Family 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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	but also empower parents to actively support their children's academic journey. By equipping parents with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success.	
4.11	Action: Parent Support Liaison Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being.	Panorama: Family Survey
4.17	Action: Board Room	This action involves maintaining the infrastructure of the district's board room as a proactive measure to enhance transparency and foster open	Panorama: Family 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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	communication between the district and the community it serves. By engaging and informing the community, it strengthens family engagement, positively impacting the academic achievement of unduplicated student groups.	
5.1	Action: Oxnard Empowers - Implementation of Strategic Plan Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	This action supports the academic achievement of unduplicated student groups by implementing a strategic plan that provides equitable resources and high-level learning opportunities, preparing them for success in a global 21st-century environment.	CA Dashboard Metrics
5.4	Action: Professional Learning: Three District Days	The district will allocate three additional professional development days to staff. These	CA Dashboard Metrics

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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The overarching aim is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards.	
5.5	Action: District Wide Banking of Minutes Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the California State. During this dedicated hour, staff will engage in focused collaborative instructional planning.	CA Dashboard Metrics
5.7	Action: Institute for New Administrators	By providing new administrators with comprehensive information and resources, this	CA Dashboard Metrics

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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to academic success for all students.	
5.9	Action: Collaboration Opportunities: Mathematics Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The Thinking Classrooms framework emphasizes student-centered learning, critical thinking, and problem-solving skills development. By fostering collaboration and leveraging the Thinking Classrooms framework, this action aims to empower educators to create enriching mathematics learning experiences that inspire curiosity, creativity, and a deep understanding among unduplicated student groups.	CA Dashboard Metrics
5.11	Action: Collaboration Opportunities: Biliteracy	Through this collaboration, teachers receive tailored guidance and support to effectively	CA Dashboard Metrics

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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment.	
5.12	Action: Collaboration Opportunities: Middle School Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Middle school collaboration provides an opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction.	CA Dashboard Metrics
5.14	Action: Employee Onboarding	This action aims to ensure that new hires to the district receive comprehensive guidance on district	CA Dashboard Metrics

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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, includes some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement (SP 5.4.4).	
5.16	Action: Manager of Equity, Family and Community Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing achievement gaps.	CA Dashboard Metrics
5.17	Action: Director of Pupil Services	By providing leadership, guidance, and resources, the Director of Pupil Services ensures that	CA Dashboard Metrics

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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally.	
5.18	Action: Counselors Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community.	CA Dashboard Metrics
5.19	Action: District Family and Community Liaison	The Family Resource Center offers parents opportunities to participate in professional learning	CA Dashboard Metrics

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
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	across various areas, thereby enhancing their ability to support their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success.	
5.20	Action: Outreach Specialists Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district.	CA Dashboard Metrics
5.23	Action:	Working collaboratively with school nurses and other healthcare providers, the health assistants	CA Dashboard Metrics

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
	Health Assistants and/or Health Care Technicians (LVNs) Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students.	
5.24	Action: Campus Assistants/Supervisors Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school environment where unduplicated student groups can thrive both academically and emotionally.	CA Dashboard Metrics

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
5.25	Action: Recruitment, Selection and Retention of Human Capital Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities.	CA Dashboard Metrics
5.26	Action: Recruitment: Classified Positions Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:	Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community.	CA Dashboard Metrics

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		
5.27	Action: Transitional Kindergarten Paraeducators Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall development.	CA Dashboard Metrics
5.29	Action: General Education Paraeducators Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:	By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	CA Dashboard Metrics

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		
5.30	Action: Opportunity Program Paraeducators Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	CA Dashboard Metrics
5.31	Action: District Nurses Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:	District Nurses play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success.	CA Dashboard Metrics

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		
5.32	Action: Communication Platforms Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement.	CA Dashboard Metrics
5.33	Action: Internal Communication Systems Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:	Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups.	CA Dashboard Metrics

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		
5.34	Action: Communications from Central Office Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	By prioritizing communication, the superintendent's office reinforces the district's commitment to collaboration, accountability, and student-centered practices, fostering a cohesive and supportive educational community poised for success.	CA Dashboard Metrics
5.37	Action: Required Accountability Templates Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope:	By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English. Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement.	CA Dashboard Metrics

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		
5.39	Action: Student Technology Access and Annual Refresh Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: LEA-wide	This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world.	CA Dashboard Metrics

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
4.12	Action: Translators/ Interpreters: Mixteco Need:	By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for	Panorama: Family Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: Limited to Unduplicated Student Group(s)	academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive to academic achievement.	
4.13	Action: Translators/ Interpreters: Spanish Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: Limited to Unduplicated Student Group(s)	This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement.	Panorama: Family Survey
4.14	Action: Contract for Interpreting Services Need:	By contracting with qualified interpreters, the district aims to ensure clear and accurate communication in various contexts, including parent-teacher conferences, school events, and meetings. These interpreting services will enable	Panorama: Family Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, includes some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Scope: Limited to Unduplicated Student Group(s)	non-English-speaking families to fully engage with the educational process, understand important information, and actively participate in their children's education. Additionally, by providing access to professional interpreters, the district reinforces its commitment to equity, inclusivity, and cultural responsiveness, thus fostering a supportive and welcoming environment for all members of the school community, thereby fostering a community partnership conducive to academic achievement.	

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.

NA

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.

The Oxnard School District will use additional Concentration Grant Add-On funding to expand staffing for direct services at schools where unduplicated students (foster youth, English learners, and low-income students) make up over 55% of the enrollment. Specific actions in the LCAP include hiring additional teachers above base staffing (Goal 3, Action 36) levels to reduce class sizes. The district has also employed Literacy Intervention Teachers (Goal 2, Action 10) at all elementary and K-8 schools to provide targeted literacy support as part of Tier 2 interventions. Additionally, the district is ensuring the retention of Outreach Specialists (Goal 5, Action 20) at all schools to enhance family engagement and student support services. Moreover, the district has ensured that every school has at least one counselor (Goal 5, Action 18) to support students' socio-emotional needs and academic success. To further address staffing shortages, the district has continued its substitute teacher and classified employee incentive program (Goal 5, Action 25) to maintain adequate staffing levels. Through these actions, the Oxnard School District will strategically increase certificated and classified staffing to offer more individualized instruction, intervention, and support services for unduplicated students. The district will monitor the impact through student achievement data, school climate surveys, and family engagement metrics.

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	N/A	6-8 (Classified Student to Staff Ratio = 28:1) K-8 (Classified Student to Staff Ratio = 36:1) K-5 (Classified Student to Staff Ratio = 23:1)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	6-8 (Certificated Student to Staff Ratio = 15:1) K-8 (Certificated Student to Staff Ratio = 25:1) K-5 (Certificated Student to Staff Ratio = 17:1)

2024-25 Total 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	140,124,961	58,685,033	41.880%	0.000%	41.880%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$58,685,033.00	\$38,530,682.20	\$7,408,573.00	\$18,546,972.26	\$123,171,260.46	\$62,809,679.10	\$60,361,581.36

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	Academic Incentives and Recognitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$56,500.00	\$56,500.00				\$56,500.00	
1	1.2	Youth Cinema Project	All	No			Specific Schools: Chavez and Lopez Academy of Arts and Science	July 2024 - June 2027	\$0.00	\$200,811.00		\$200,811.00			\$200,811.00	
1	1.3	Expansion of the Arts	All	No			All Schools	July 2024 - June 2027	\$0.00	\$356,997.00		\$356,997.00			\$356,997.00	
1	1.4	Teachers for the Arts	All	No			All Schools	July 2024 - June 2027	\$2,222,937.00	\$0.00		\$2,222,937.00			\$2,222,937.00	
1	1.5	Implementation and Expansion of Biliteracy	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8	July 2024 - June 2027	\$0.00	\$57,500.00	\$57,500.00				\$57,500.00	

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	1.6	Expand Primary Language Classroom and Site Libraries	English Learners	Yes	LEA-wide	English Learners	All Schools	July 2024 - June 2027	\$0.00	\$120,000.00	\$120,000.00				\$120,000.00	
1	1.7	Renaissance Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$2,000,000.00	\$2,000,000.00				\$2,000,000.00	
1	1.8	Learning Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.9	Data Management Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$377,209.00	\$230,000.00			\$147,209.00	\$377,209.00	
1	1.10	Portfolio Management System: Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK Schools Transitional Kindergarten	July 2024 - June 2027	\$0.00	\$16,560.00	\$16,560.00				\$16,560.00	
1	1.11	Implementation of Grade-Level Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.12	Alignment of State Standards and Local Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.13	Vertical and Horizontal Planning and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.14	Project Based Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.15	Interdisciplinary Units	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

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	1.16	Universal Design for Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.17	Implementation of Essential Pedagogical Principles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.18	Implementation of the CA Frameworks		Yes	LEA-wide		All Schools	July 2024 - June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.19	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.20	Developing Multilingualism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.22	Implementation of Oxnard EMPOWERS/OSDs Master Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	English Literacy Intervention: Lexia		Yes	LEA-wide		All Schools	July 2024 - June 2027	\$0.00	\$591,945.00	\$591,945.00				\$591,945.00	
2	2.2	Spanish Literacy Intervention: iStation-District Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$109,320.00	\$109,320.00				\$109,320.00	
2	2.3	Mathematics Intervention: IXL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$255,000.00	\$180,000.00			\$75,000.00	\$255,000.00	
2	2.4	Mathematics Intervention: Math Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.5	Interventions: Tier III and Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	

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2	2.6	Tier III and Specialized Support	All	No			All Schools	July 2024 - June 2027	\$58,000.00	\$155,000.00		\$58,000.00	\$155,000.00		\$213,000.00	
2	2.7	Alterntive Disciplinary Approaches	All	No			All Schools	July 2024 - June 2027	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
2	2.8	Social Emotional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$30,000.00	\$217,700.00	\$40,000.00		\$207,700.00		\$247,700.00	
2	2.9	Tutoring	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	Literacy Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$2,644,949.00	\$1,500.00	\$6,500.00	\$2,639,949.00			\$2,646,449.00	
2	2.11	Intervention: Middle School	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.12	Interventions: English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.13	Universal Screening: Gifted and Talented	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$2,000.00	\$9,000.00	\$2,000.00		\$9,000.00		\$11,000.00	
2	2.14	Migrant Education Program (MEP)	All	No			All Schools	July 2024 - June 2027	\$0.00	\$18,000.00			\$18,000.00		\$18,000.00	
2	2.15	Newcomer Academy	All	No			Specific Schools: Frank Academy of Marine Science and Engineering, Lemonwood Grades 3-8	July 2024 - June 2027	\$0.00	\$13,500.00				\$13,500.00	\$13,500.00	
2	2.16	Attendance Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$2,028,056.00	\$2,028,056.00				\$2,028,056.00	

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2	2.17	School Attendance Review Board (SARB)	All	No			All Schools	July 2024 - June 2027	\$0.00	\$15,000.00			\$2,000.00	\$13,000.00	\$15,000.00	
2	2.18	Expanded Summer Learning	All	No			All Schools	July 2024 - June 2027	\$200,000.00	\$18,600.00		\$207,500.00		\$11,100.00	\$218,600.00	
2	2.19	Expansion of Learning Opportunities	All	No			All Schools	July 2024 - June 2027	\$3,965,023.00	\$18,435,172.00		\$22,400,195.00			\$22,400,195.00	
2	2.20	Library/Media Technicians	All	No			All Schools	July 2024 - June 2027	\$998,501.00	\$11,000.00				\$1,009,501.00	\$1,009,501.00	
2	2.21	Maintain Diverse School Libraries	All	No			All Schools	July 2024 - June 2027	\$0.00	\$150,000.00				\$150,000.00	\$150,000.00	
2	2.22	AVID Implementation	All	No			All Schools Specific Schools: K-8 Schools, Comprehensive 6-8 Schools Grades 6-8	July 2024 - June 2027	\$0.00	\$450,000.00				\$450,000.00	\$450,000.00	
2	2.23	Annual Parent Rights Notification	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.24	Restorative Practices	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.25	Positive Behavior Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$133,200.00	\$133,200.00				\$133,200.00	
2	2.26	Safe Learning Enviornments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$108,000.00	\$108,000.00				\$108,000.00	
2	2.27	School Resource Officers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$235,851.00	\$235,851.00				\$235,851.00	
2	2.28	School Safety Plans	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.29	Student Assemblies: Social Media and Positive Interactions	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	

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			Low Income			Low Income										
2	2.30	Transportation for General Education, Homeless and Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	July 2024 - June 2027	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/McKinney-Vento	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
2	2.32	Child Nutrition	All	No			All Schools	July 2024 - June 2027	\$6,181,313.00	\$6,488,354.00				\$12,669,667.00	\$12,669,667.00	
2	2.33	Substance Abuse Prevention	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.34	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$7,000,000.00	\$7,000,000.00				\$7,000,000.00	
2	2.35	Student Mentoring Opportunities	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.36	Superintendent Fellows	All	No			All Schools	July 2024 - June 2027	\$0.00	\$63,000.00		\$63,000.00			\$63,000.00	
2	2.37	Special Programs	All	No			All Schools	July 2024 - June 2027	\$0.00	\$1,261,256.00		\$1,261,256.00			\$1,261,256.00	
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.2	Teachers on Special Assignment/Content Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$3,353,237.55	\$0.00	\$647,365.80	\$1,481,649.75		\$1,224,222.00	\$3,353,237.55	
3	3.3	Professional Learning: Implementation of State Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$226,000.00	\$215,375.00	\$266,375.00			\$175,000.00	\$441,375.00	
3	3.4	Professional Learning: Central Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$11,000.00	\$8,000.00			\$3,000.00	\$11,000.00	

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3	3.5	Professional Learning for Educational Leaders	All	No			All Schools	July 2024 - June 2027								
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$36,736.00	\$50,000.00	\$86,736.00				\$86,736.00	
3	3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	All	No			Specific Schools: Bilingual Schools	July 2024 - June 2027	\$13,000.00	\$16,000.00				\$29,000.00	\$29,000.00	
3	3.8	Professional Learning for Teachers: Bilingual	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Curren, Drifill, Elm, Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK-Grade 8	July 2024 - June 2027	\$496,291.00	\$34,000.00	\$481,291.00			\$49,000.00	\$530,291.00	
3	3.9	Professional Learning: Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	\$256,147.00	\$6,000.00	\$262,147.00				\$262,147.00	
3	3.10	Professional Learning for Teachers: Middle School Content Specific	All	No			Specific Schools: K-8s and Comprehensive 6-8 Middle Schools	July 2024 - June 2027	\$46,500.00	\$0.00		\$46,500.00			\$46,500.00	
3	3.11	Professional Learning for Teachers: Newcomers Academy	All	No			Specific Schools: Lemonwood, Frank Academy of Marine Science and Engineering	July 2024 - June 2027	\$24,500.00	\$53,500.00		\$19,500.00		\$58,500.00	\$78,000.00	

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							ng									
3	3.12	Professional Learning: Health Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 5 and Grade 8	July 2024 - June 2027	\$16,238.00	\$2,500.00	\$18,738.00				\$18,738.00	
3	3.13	Professional Learning: Transitional Kindergarten	All	No			Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
3	3.14	Professional Learning: Gifted and Talented Education	All	No			Grade 2 - Grade 8	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.15	Training and Professional Learning: STAR/myOn	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	\$12,990.00	\$820,000.00	\$832,990.00				\$832,990.00	
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.17	Professional Learning: Planning for Access and Equity	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.18	CSI Support for Fremont Academy	All	No			Specific Schools: Fremont Academy	July 2024 - June 2027	\$0.00	\$166,280.00		\$166,280.00			\$166,280.00	
3	3.19	Professional Learning: Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$17,206.00	\$0.00	\$17,206.00				\$17,206.00	
3	3.20	Professional Learning: Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	\$0.00	\$102,300.00	\$102,300.00				\$102,300.00	
3	3.21	Professional Learning and Wellness for Staff	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.22	Professional Learning for Outreach Consultants (ORCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	

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3	3.23	Training and Professional Learning for Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.24	Training and Professional Learning for Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.25	Training: Medical Response	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.26	Training: Action Preparedness	All	No			All Schools	July 2024 - June 2027	\$0.00	\$15,000.00			\$15,000.00		\$15,000.00	
3	3.27	Training and Professional Learning: Data Management Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$51,960.00	\$40,000.00	\$91,960.00				\$91,960.00	
3	3.28	Training and Professional Learning: Communication Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.29	Future Administrators Academy	All	No				July 2024 - June 2027	\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	
3	3.30	Consulting Teacher	All	No			All Schools	July 2024 - June 2027	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
3	3.31	Peer Assitance Review (PAR)	All	No			All Schools	July 2024 - June 2027	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
3	3.32	Review/Redesign Report Cards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$25,950.00	\$2,000.00	\$27,950.00				\$27,950.00	
3	3.33	Implementation of Required State Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$328,143.00	\$65,500.00	\$328,143.00		\$58,500.00	\$7,000.00	\$393,643.00	
3	3.34	Baseline Instruction for Unduplicated Student Groups	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.35	Textbook Adoptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$12,290.00	\$3,138,000.00	\$1,972,290.00	\$1,138,000.00	\$40,000.00		\$3,150,290.00	

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3	3.36	Additional Teachers Above Base Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$8,213,939.00	\$0.00	\$8,213,939.00				\$8,213,939.00	
3	3.37	Maintain 24:1 TK- 3rd Grade Average	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$1,393,545.27	\$0.00	\$1,393,545.27				\$1,393,545.27	
3	3.38	School Site Allocations to be Prioritized by School Site Council	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$2,261,537.00	\$3,118,732.00	\$2,969,348.00	\$594,425.00		\$1,816,496.00	\$5,380,269.00	
3	3.39	Above Base/ Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$3,907,200.00	\$0.00	\$3,907,200.00				\$3,907,200.00	
3	3.40	Teacher Substitutes/ Site Assigned/	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$743,883.75	\$0.00	\$743,883.75				\$743,883.75	
3	3.41	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$1,370,219.00	\$599,219.00	\$763,000.00		\$8,000.00	\$1,370,219.00	
4	4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	All	No			All Schools	July 2024 - June 2027	\$34,000.00	\$156,000.00			\$42,200.00	\$147,800.00	\$190,000.00	
4	4.2	Equitable Access for Participation (Zoom)	All	No			All Schools	July 2024 - June 2027	\$0.00	\$148,000.00		\$148,000.00			\$148,000.00	
4	4.3	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$3,687.00	\$10,000.00	\$13,687.00				\$13,687.00	
4	4.4	Enrollment Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$552,380.00	\$12,000.00	\$564,380.00				\$564,380.00	

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4	4.5	Family Wrokshops: Diversity, Equity, and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$21,400.00	\$21,400.00				\$21,400.00	
4	4.6	Parent/Teacher Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$9,614.50	\$128,000.00	\$137,614.50				\$137,614.50	
4	4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
4	4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
4	4.9	Transition to High School- Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
4	4.10	Special Education: Parent/Family Supports	All	No			All Schools	July 2024 - June 2027	\$0.00	\$40,000.00				\$40,000.00	\$40,000.00	
4	4.11	Parent Support Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	\$110,479.02	\$0.00	\$22,095.82			\$88,383.20	\$110,479.02	
4	4.12	Translators/ Interpreters: Mixteco	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	\$206,764.72	\$2,000.00	\$43,352.92			\$165,411.80	\$208,764.72	
4	4.13	Translators/ Interpreters: Spanish	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	\$747,074.00	\$0.00	\$747,074.00				\$747,074.00	

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4	4.14	Contract for Interpreting Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	\$0.00	\$32,000.00	\$2,000.00			\$30,000.00	\$32,000.00	
4	4.15	Panorama Surveys	All	No			All Schools	July 2024 - June 2027	\$0.00	\$20,000.00			\$20,000.00		\$20,000.00	
4	4.16	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	All	No			All Schools	July 2024 - June 2027	\$0.00	\$170,854.17		\$170,854.17			\$170,854.17	
4	4.17	Board Room	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	\$0.00	\$350,000.00	\$350,000.00				\$350,000.00	
5	5.1	Oxnard Empowers - Implementation of Strategic Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
5	5.2	Board of Education	All	No			All Schools	July 2024 - June 2027	\$43,737.00	\$1,666,500.00			\$1,710,237.00		\$1,710,237.00	
5	5.3	Resources: Superintendent	All	No			All Schools	July 2024 - June 2027	\$30,329.00	\$470,500.00			\$500,829.00		\$500,829.00	
5	5.4	Professional Learning: Three District Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$1,755,739.13	\$2,500.00	\$1,758,239.13				\$1,758,239.13	
5	5.5	District Wide Banking of Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$1,653,648.00	\$0.00	\$1,653,648.00				\$1,653,648.00	
5	5.6	New Teacher Institute	All	No				July 2024 - June 2027	\$0.00	\$25,000.00		\$5,000.00	\$20,000.00		\$25,000.00	
5	5.7	Institute for New Administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
5	5.8	Professional Collaboratives	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	

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
5	5.9	Collaboration Opportunities: Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
5	5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	All	No			Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
5	5.11	Collaboration Opportunities: Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$71,445.00	\$0.00	\$71,445.00				\$71,445.00	
5	5.12	Collaboration Opportunities: Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$51,960.00	\$0.00	\$51,960.00				\$51,960.00	
5	5.13	Collaboration Opportunites: Supporting the Implementation of State Standards and Frameworks	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.14	Employee Onboarding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
5	5.15	Educational Services: Management and Support Staff	All	No			All Schools	July 2024 - June 2027	\$0.00	\$639,166.40		\$639,166.40			\$639,166.40	
5	5.16	Manager of Equity, Family and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$207,727.71	\$0.00	\$41,545.45			\$166,182.26	\$207,727.71	
5	5.17	Director of Pupil Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$467,442.09	\$0.00	\$467,442.09				\$467,442.09	
5	5.18	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$4,608,526.00	\$0.00	\$4,608,526.00				\$4,608,526.00	
5	5.19	District Family and Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	\$130,821.56	\$0.00	\$130,821.56				\$130,821.56	

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										
5	5.20	Outreach Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$1,944,353.29	\$0.00	\$1,944,353.29				\$1,944,353.29	
5	5.21	Mental Health Clinician	All	No				July 2024 - June 2027	\$429,617.48	\$0.00		\$429,617.48			\$429,617.48	
5	5.22	Healthy Start Social Workers	All	No				July 2024 - June 2027	\$0.00	\$476,172.00		\$476,172.00			\$476,172.00	
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$1,505,723.28	\$0.00	\$1,505,723.28				\$1,505,723.28	
5	5.24	Campus Assistants/Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$4,667,807.00	\$0.00	\$4,667,807.00				\$4,667,807.00	
5	5.25	Recruitment, Selection and Retention of Human Capital	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
5	5.26	Recruitment: Classified Positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
5	5.27	Transitional Kindergarten Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten	July 2024 - June 2027	\$2,288,708.36	\$0.00	\$275,060.54	\$2,013,647.82			\$2,288,708.36	
5	5.28	Kindergarten Paraeducators	All	No			Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	\$798,769.79	\$0.00		\$798,769.79			\$798,769.79	
5	5.29	General Education Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$431,041.04	\$0.00	\$431,041.04				\$431,041.04	
5	5.30	Opportunity Program Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Frank, Lopez,	July 2024 - June 2027	\$106,744.00	\$0.00	\$106,744.00				\$106,744.00	

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	Fremont Grade 6-Grade 8									
5	5.31	District Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$756,169.57	\$6,000.00	\$762,169.57				\$762,169.57	
5	5.32	Communication Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
5	5.33	Internal Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
5	5.34	Communications from Central Office	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
5	5.35	Curriculum Council	All	No			All Schools	July 2024 - June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.36	Place Holder					All Schools	July 2024 - June 2027								
5	5.37	Required Accountability Templates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$47,000.00	\$47,000.00				\$47,000.00	
5	5.38	Practi-Cal Medical Billing	All	No			All Schools	July 2024 - June 2027	\$0.00	\$209,430.00			\$209,430.00		\$209,430.00	
5	5.39	Student Technology Access and Annual Refresh	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$1,415,353.99	\$4,772,621.79	\$1,667,843.99	\$119,454.79	\$4,400,677.00	\$0.00	\$6,187,975.78	

2024-25 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
140,124,961	58,685,033	41.880%	0.000%	41.880%	\$58,685,033.00	0.000%	41.880 %	Total:	\$58,685,033.00
								LEA-wide Total:	\$57,892,606.08
								Limited Total:	\$792,426.92
								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	1.1	Academic Incentives and Recognitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,500.00	
1	1.5	Implementation and Expansion of Biliteracy	Yes	LEA-wide	English Learners	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8	\$57,500.00	
1	1.6	Expand Primary Language Classroom and Site Libraries	Yes	LEA-wide	English Learners	All Schools	\$120,000.00	
1	1.7	Renaissance Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	

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	Learning Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.9	Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	
1	1.10	Portfolio Management System: Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK Schools Transitional Kindergarten	\$16,560.00	
1	1.11	Implementation of Grade-Level Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.12	Alignment of State Standards and Local Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.13	Vertical and Horizontal Planning and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.14	Project Based Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.15	Interdisciplinary Units	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.16	Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.17	Implementation of Essential Pedagogical Principles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.18	Implementation of the CA Frameworks	Yes	LEA-wide		All Schools	\$20,000.00	
1	1.19	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	
1	1.20	Developing Multilingualism	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$20,000.00	

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 (%)
					Low Income			
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	
1	1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.1	English Literacy Intervention: Lexia	Yes	LEA-wide		All Schools	\$591,945.00	
2	2.2	Spanish Literacy Intervention: iStation-District Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,320.00	
2	2.3	Mathematics Intervention: IXL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
2	2.4	Mathematics Intervention: Math Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
2	2.5	Interventions: Tier III and Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
2	2.8	Social Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.10	Literacy Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,500.00	
2	2.12	Interventions: English Language Development	Yes	LEA-wide	English Learners	All Schools	\$500.00	
2	2.13	Universal Screening: Gifted and Talented	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.16	Attendance Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,028,056.00	
2	2.25	Positive Behavior Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,200.00	

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	2.26	Safe Learning Enviornments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,000.00	
2	2.27	School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,851.00	
2	2.29	Student Assemblies: Social Media and Positive Interactions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
2	2.30	Transportation for General Education, Homeless and Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	\$75,000.00	
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
2	2.34	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000,000.00	
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.2	Teachers on Special Assignment/Content Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$647,365.80	
3	3.3	Professional Learning: Implementation of State Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$266,375.00	
3	3.4	Professional Learning: Central Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,736.00	
3	3.8	Professional Learning for Teachers: Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Curren, Driffill, Elm,	\$481,291.00	

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 (%)
						Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK- Grade 8		
3	3.9	Professional Learning: Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income		\$262,147.00	
3	3.12	Professional Learning: Health Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 5 and Grade 8	\$18,738.00	
3	3.15	Training and Professional Learning: STAR/myOn	Yes	LEA-wide	English Learners Foster Youth Low Income		\$832,990.00	
3	3.19	Professional Learning: Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,206.00	
3	3.20	Professional Learning: Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$102,300.00	
3	3.21	Professional Learning and Wellness for Staff	Yes	LEA-wide	English Learners Foster Youth		\$500.00	
3	3.22	Professional Learning for Outreach Consultants (ORCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.23	Training and Professional Learning for Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.24	Training and Professional Learning for Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.27	Training and Professional Learning: Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,960.00	

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 (%)
3	3.28	Training and Professional Learning: Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.32	Review/Redesign Report Cards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,950.00	
3	3.33	Implementation of Required State Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$328,143.00	
3	3.35	Textbook Adoptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,972,290.00	
3	3.36	Additional Teachers Above Base Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,213,939.00	
3	3.37	Maintain 24:1 TK- 3rd Grade Average	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,393,545.27	
3	3.38	School Site Allocations to be Prioritized by School Site Council	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,969,348.00	
3	3.39	Above Base/ Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,907,200.00	
3	3.40	Teacher Substitutes/ Site Assigned/	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$743,883.75	
3	3.41	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$599,219.00	
4	4.3	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,687.00	
4	4.4	Enrollment Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$564,380.00	

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 (%)
4	4.5	Family Wrokshops: Diversity, Equity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,400.00	
4	4.6	Parent/Teacher Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$137,614.50	
4	4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
4	4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
4	4.9	Transition to High School-Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
4	4.11	Parent Support Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income		\$22,095.82	
4	4.12	Translators/ Interpreters: Mixteco	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$43,352.92	
4	4.13	Translators/ Interpreters: Spanish	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$747,074.00	
4	4.14	Contract for Interpreting Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
4	4.17	Board Room	Yes	LEA-wide	English Learners Foster Youth Low Income		\$350,000.00	
5	5.1	Oxnard Empowers - Implementation of Strategic Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	

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 (%)
5	5.4	Professional Learning: Three District Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,758,239.13	
5	5.5	District Wide Banking of Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,653,648.00	
5	5.7	Institute for New Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
5	5.9	Collaboration Opportunities: Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income		\$500.00	
5	5.11	Collaboration Opportunities: Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,445.00	
5	5.12	Collaboration Opportunities: Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,960.00	
5	5.14	Employee Onboarding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
5	5.16	Manager of Equity, Family and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,545.45	
5	5.17	Director of Pupil Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,442.09	
5	5.18	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,608,526.00	
5	5.19	District Family and Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,821.56	
5	5.20	Outreach Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,944,353.29	

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 (%)
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,505,723.28	
5	5.24	Campus Assistants/Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,667,807.00	
5	5.25	Recruitment, Selection and Retention of Human Capital	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
5	5.26	Recruitment: Classified Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
5	5.27	Transitional Kindergarten Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten	\$275,060.54	
5	5.29	General Education Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$431,041.04	
5	5.30	Opportunity Program Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Frank, Lopez, Fremont Grade 6- Grade 8	\$106,744.00	
5	5.31	District Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$762,169.57	
5	5.32	Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
5	5.33	Internal Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
5	5.34	Communications from Central Office	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
5	5.36	Place Holder				All Schools		
5	5.37	Required Accountability Templates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,000.00	

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 (%)
5	5.39	Student Technology Access and Annual Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,667,843.99	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$171,662,633.00	\$171,662,633.00

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	3 professional learning days	Yes	\$2,835,000.00	\$2,835,000.00
1	1.2	Student Literacy Interventions	Yes	\$2,658,510.00	\$2,658,510.00
1	1.3	Development in Literacy	Yes	\$417,270.00	\$417,270.00
1	1.4	Continue expansion and refinement of District Dual Language Programs	Yes	\$956,055.00	\$956,055.00
1	1.5	Development in Mathematics	Yes	\$1,475,097.00	\$1,475,097.00
1	1.6	Expansion of Learning Opportunities	Yes	\$16,077,124.00	\$16,077,124.00
1	1.7	Student Technology Access and Annual Refresh	Yes	\$5,192,989.00	\$5,192,989.00
1	1.8	Further Develop Early Childhood Education	Yes	\$6,015,764.00	\$6,015,764.00
1	1.9	Implementation of State Standards	Yes	\$1,618,934.00	\$1,618,934.00
1	1.10	Data Management Systems to Support Implementation of District standards	Yes	\$629,730.00	\$629,730.00

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	1.11	Expansion of District GATE program and Specialized Programs	Yes	\$973,065.00	\$973,065.00
1	1.12	Expanded Summer Learning	Yes	\$2,310,000.00	\$2,310,000.00
1	1.13	Special Education	Yes	\$7,904,000.00	\$7,904,000.00
1	1.14	Equity and Access	Yes	\$372,715.00	\$372,715.00
1	1.15	Recruitment, Selection and Retention of Human Capital	Yes	\$841,076.00	\$841,076.00
1	1.16	Instructional Resources and Supports	Yes	\$367,001.00	\$367,001.00
1	1.17	Support of Diverse and Inclusive School Libraries	Yes	\$990,309.00	\$990,309.00
1	1.18	Implementation of State and Local Assessments	Yes	\$343,350.00	\$343,350.00
1	1.19	Professional Learning to prepare staff for implementation of state standards	Yes	\$589,366.00	\$589,366.00
1	1.20	Developing Human Capital	Yes	\$426,158.00	\$426,158.00
1	1.21	Maintain District Learning Management System	Yes	\$282,481.00	\$282,481.00
1	1.22	English Language Learners Support and Services	Yes	\$819,168.00	\$819,168.00
1	1.23	Additional Teachers Above Base Staffing	Yes	\$4,120,000.00	\$4,120,000.00

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	1.24	School Site Allocations to be Prioritized by School Site Council	Yes	\$5,308,109.00	\$5,308,109.00
1	1.25	Maintain 24:1 TK- 3rd Grade Average		\$0.00	0.00
1	1.26	Maintain Additional Services for Students at Risk of being Expelled	Yes	\$466,655.00	\$466,655.00
1	1.27	After School Tutoring	Yes	\$104,000.00	\$104,000.00
1	1.28	Instruction	Yes	\$49,356,751.00	\$49,356,751.00
1	1.29	Textbook Adoptions	Yes	\$3,306,090.00	\$3,306,090.00
1	1.30	Tier 3 and Special Education Interventions	Yes	\$2,248,900.00	\$2,248,900.00
1	1.31	Supporting Cultural Proficiency and Focus on Equitable Practices	Yes	\$53,000.00	\$53,000.00
1	1.32	Developing Educational Leaders	Yes	\$152,282.00	\$152,282.00
1	1.33	Independent Study Program - No longer implemented during the 23-24 school year		\$0.00	0.00
1	1.34	Middle School Collaboratives focused on the development of the OSD Student Profile	Yes	\$151,600.00	\$151,600.00
1	1.35	District Wide Banking of Minutes	Yes	\$1,954,940.00	\$1,954,940.00
1	1.36	Oxnard Empowers - Implementation Of Strategic Plan	Yes	\$81,000.00	\$81,000.00
1	1.37	CSI Support for Fremont Academy	Yes	\$165,500.00	\$165,500.00

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	1.38	Expansion of the Arts Program		\$0.00	0.00
2	2.1	Child Nutrition		\$0.00	0.00
2	2.2	Improve opportunities for student connectedness	Yes	\$30,000.00	\$30,000.00
2	2.3	Student Attendance	Yes	\$1,683,645.00	\$1,683,645.00
2	2.4	Social and Emotional Supports	Yes	\$6,498,397.00	\$6,498,397.00
2	2.5	Health and Welfare of students	Yes	\$1,480,888.00	\$1,480,888.00
2	2.6	Create a safe environment conducive to learning	Yes	\$3,702,342.00	\$3,702,342.00
2	2.7	Restorative Practices	Yes	\$27,330.00	\$27,330.00
2	2.8	Professional learning and wellness for staff	Yes	\$75,000.00	\$75,000.00
2	2.9	Tier III and Specialized Support	Yes	\$2,269,152.00	\$2,269,152.00
3	3.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	Yes	\$210,350.00	\$210,350.00
3	3.2	Ensure and enhance our communication with families through the use of a variety of platforms	Yes	\$125,000.00	\$125,000.00
3	3.3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	Yes	\$127,539.00	\$127,539.00

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)
3	3.4	Equitable access for participation	Yes	\$148,000.00	\$148,000.00
3	3.5	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	Yes	\$60,000.00	\$60,000.00
3	3.6	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	Yes	\$112,424.00	\$112,424.00
3	3.7	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.	Yes	\$350,000.00	\$350,000.00
3	3.8	District Enrollment Center	Yes	\$718,077.00	\$718,077.00
3	3.9	Transition to High School- Parent workshops	Yes	\$45,000.00	\$45,000.00
3	3.10	Students Voice	Yes	\$63,000.00	\$63,000.00
3	3.11	Special Education Parent Supports	Yes	\$40,000.00	\$40,000.00
3	3.12	Internal Communication Systems	Yes	\$42,500.00	\$42,500.00
4	4.1	Implement a facilities program with the goal of improving student performance	Yes	\$4,000,000.00	\$4,000,000.00
4	4.2	Central Office Administration	No	\$1,815,000.00	\$1,815,000.00
4	4.3	Administrative Services	No	\$7,225,000.00	\$7,225,000.00

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)
4	4.4	Operational Services	No	\$15,300,000.00	\$15,300,000.00
4	4.5	Other Expenses	No	\$3,950,000.00	\$3,950,000.00

2023-24 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)
61,249,917	\$61,249,917.00	\$61,249,917.00	\$0.00	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	1.1	3 professional learning days	Yes				
1	1.2	Student Literacy Interventions	Yes	\$1,210,114.00	1,210,114.00		
1	1.3	Development in Literacy	Yes	\$300,780.00	300,780.00		
1	1.4	Continue expansion and refinement of District Dual Language Programs	Yes	\$643,480.00	643,480.00		
1	1.5	Development in Mathematics	Yes	\$1,362,897.00	1,362,897.00		
1	1.6	Expansion of Learning Opportunities	Yes				
1	1.7	Student Technology Access and Annual Refresh	Yes	\$5192989	5192989		
1	1.8	Further Develop Early Childhood Education	Yes	\$1,796,988.00	1,796,988.00		
1	1.9	Implementation of State Standards	Yes	\$378,560.00	378,560.00		
1	1.10	Data Management Systems to Support Implementation of District standards	Yes	\$505,730.00	505,730.00		
1	1.11	Expansion of District GATE program and Specialized Programs	Yes				

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	1.12	Expanded Summer Learning	Yes				
1	1.13	Special Education	Yes	\$5,200,000.00	5,200,000.00		
1	1.14	Equity and Access	Yes	\$81,257.00	81,257.00		
1	1.15	Recruitment, Selection and Retention of Human Capital	Yes	\$841,076.00	841,076.00		
1	1.16	Instructional Resources and Supports	Yes	\$367,001.00	367,001.00		
1	1.17	Support of Diverse and Inclusive School Libraries	Yes				
1	1.18	Implementation of State and Local Assessments	Yes	\$12,600.00	12,600.00		
1	1.19	Professional Learning to prepare staff for implementation of state standards	Yes	\$494,400.00	494,400.00		
1	1.20	Developing Human Capital	Yes	\$375,363.00	375,363.00		
1	1.21	Maintain District Learning Management System	Yes				
1	1.22	English Language Learners Support and Services	Yes	\$738,078.00	738,078.00		
1	1.23	Additional Teachers Above Base Staffing	Yes	\$4,120,000.00	4,120,000.00		
1	1.24	School Site Allocations to be Prioritized by School Site Council	Yes	\$3,334,093.00	3,334,093.00		
1	1.26	Maintain Additional Services for Students at Risk of being Expelled	Yes	\$466,655.00	466,655.00		
1	1.27	After School Tutoring	Yes				
1	1.28	Instruction	Yes	\$7,768,511.00	7,768,511.00		

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	1.29	Textbook Adoptions	Yes	\$2,578,090.00	2,578,090.00		
1	1.30	Tier 3 and Special Education Interventions	Yes	\$1,516,700.00	1,516,700.00		
1	1.31	Supporting Cultural Proficiency and Focus on Equitable Practices	Yes	\$53,000.00	53000		
1	1.32	Developing Educational Leaders	Yes	\$152,282.00	152282		
1	1.34	Middle School Collaboratives focused on the development of the OSD Student Profile	Yes	\$151,600.00	151600		
1	1.35	District Wide Banking of Minutes	Yes	\$1,954,940.00	1954940		
1	1.36	Oxnard Empowers - Implementation Of Strategic Plan	Yes	\$81,000.00	81000		
1	1.37	CSI Support for Fremont Academy	Yes				
2	2.2	Improve opportunities for student connectedness	Yes				
2	2.3	Student Attendance	Yes	\$1,654,845.00	1,654,845.00		
2	2.4	Social and Emotional Supports	Yes	\$6,356,397.00	6,356,397.00		
2	2.5	Health and Welfare of students	Yes	\$1,319,438.00	1,319,438.00		
2	2.6	Create a safe environment conducive to learning	Yes	\$3,702,342.00	3,702,342.00		
2	2.7	Restorative Practices	Yes	\$27,330.00	27,330.00		
2	2.8	Professional learning and wellness for staff	Yes				
2	2.9	Tier III and Specialized Support	Yes	\$1,486,519.00	1486519		
3	3.1	Implement Coordination of Family Engagement and	Yes	\$82,000.00	82,000.00		

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)
		Parent Support Services based on a Family Engagement Framework					
3	3.2	Ensure and enhance our communication with families through the use of a variety of platforms	Yes				
3	3.3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	Yes				
3	3.4	Equitable access for participation	Yes				
3	3.5	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	Yes	\$60,000.00	60000		
3	3.6	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	Yes	\$19,285.00	19285		
3	3.7	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.	Yes				
3	3.8	District Enrollment Center	Yes	\$718,077.00	718077		
3	3.9	Transition to High School-Parent workshops	Yes				
3	3.10	Students Voice	Yes	\$63,000.00	63000		
3	3.11	Special Education Parent Supports	Yes	\$40,000.00	40,000		

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)
3	3.12	Internal Communication Systems	Yes	\$42,500.00	42,500.00		
4	4.1	Implement a facilities program with the goal of improving student performance	Yes	\$4,000,000.00	4,000,000.00		

2023-24 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)
142,060,851	61,249,917	0	43.115%	\$61,249,917.00	0.000%	43.115%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of 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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