

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakley Union Elementary School District

CDS Code: 07617620000000

School Year: 2024-25

LEA contact information:

Jeff Palmquist

Superintendent

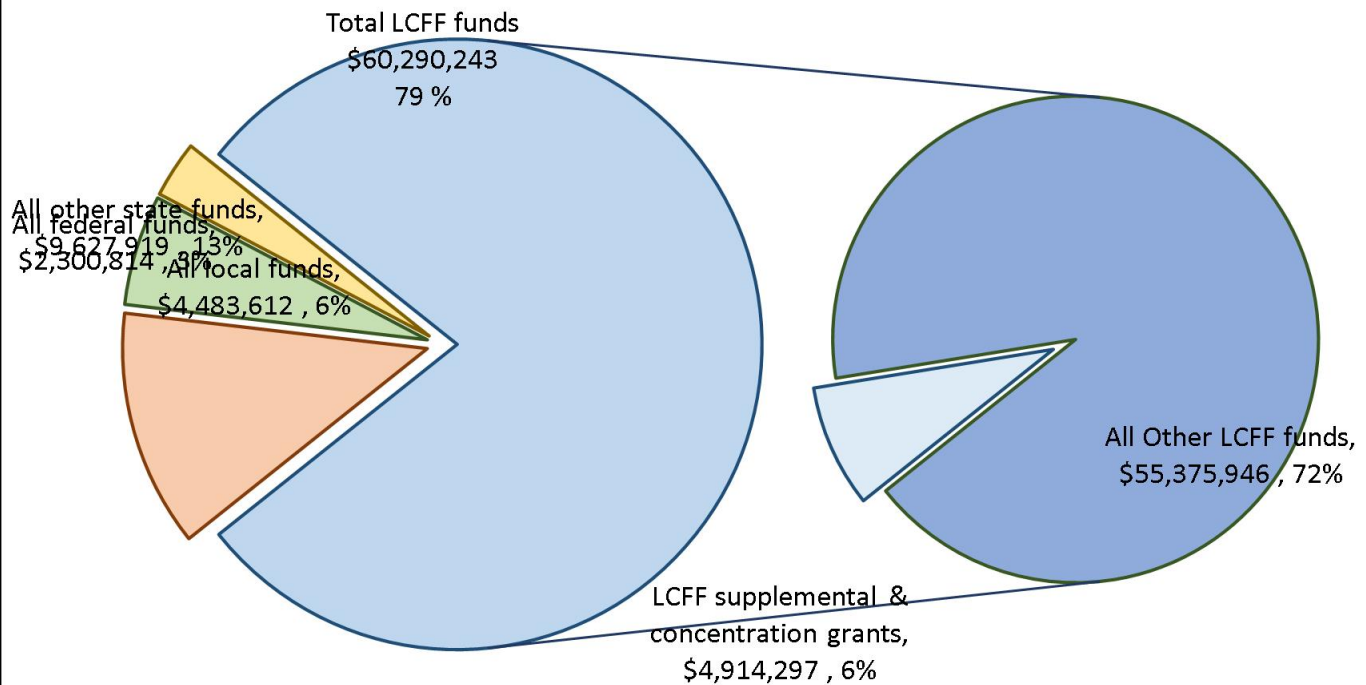
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925-625-0700

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

Projected Revenue by Fund Source

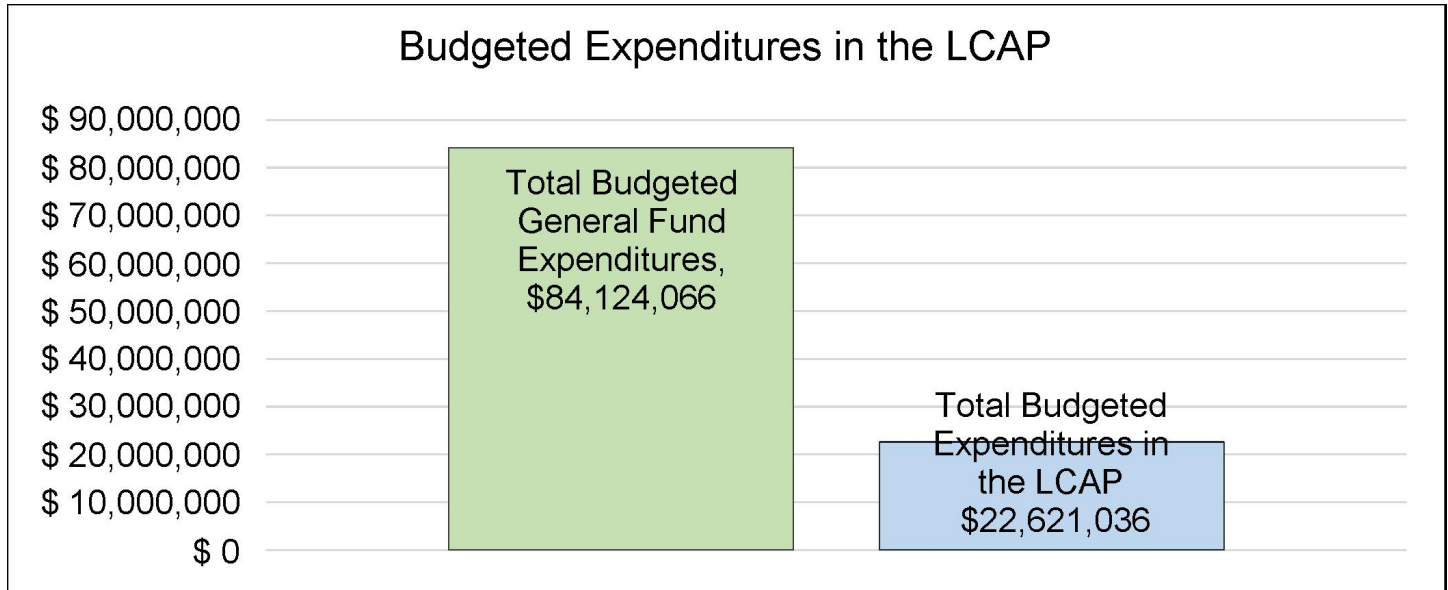


This chart shows the total general purpose revenue Oakley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakley Union Elementary School District is \$76,702,588, of which \$60,290,243 is Local Control Funding Formula (LCFF), \$9,627,919 is other state funds, \$4,483,612 is local funds, and \$2,300,814 is federal funds. Of the \$60,290,243 in LCFF Funds, \$4,914,297 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 Oakley Union Elementary 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: Oakley Union Elementary School District plans to spend \$84,124,066 for the 2024-25 school year. Of that amount, \$22,621,036 is tied to actions/services in the LCAP and \$61,503,030 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

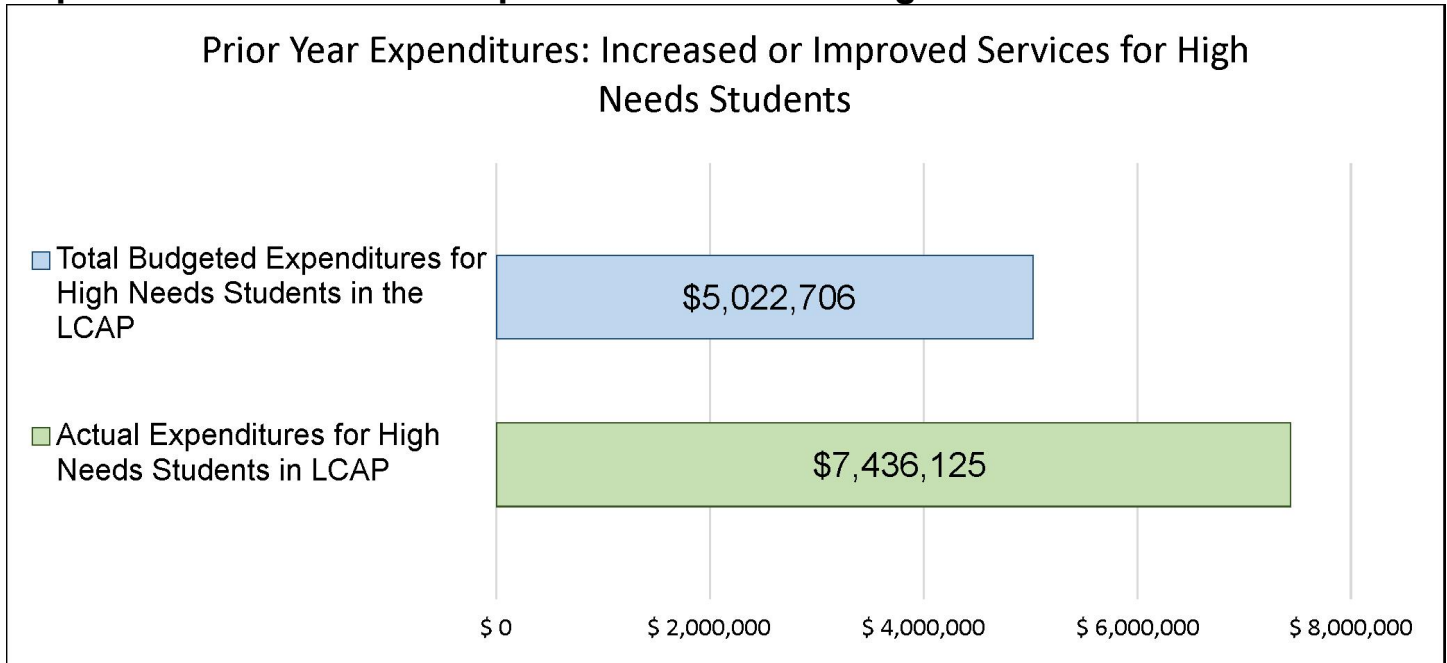
80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, indirectly impact the outcomes of the LCAP or do not qualify as contributing for our goals and therefore are not included.

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

In 2024-25, Oakley Union Elementary School District is projecting it will receive \$4,914,297 based on the enrollment of foster youth, English learner, and low-income students. Oakley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oakley Union Elementary School District plans to spend \$5,072,815 towards meeting this requirement, as described in the LCAP.

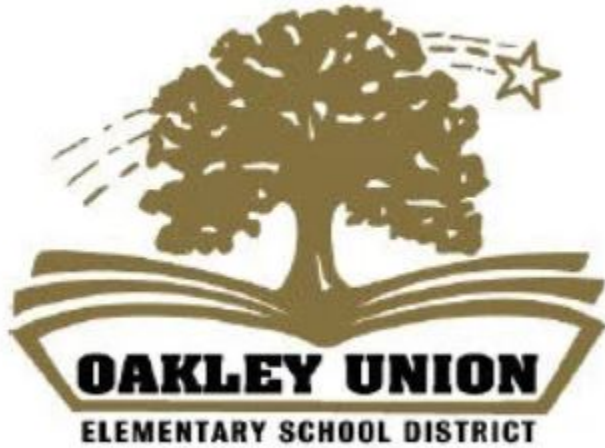
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Oakley Union Elementary 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 Oakley Union Elementary 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, Oakley Union Elementary School District's LCAP budgeted \$5,022,706 for planned actions to increase or improve services for high needs students. Oakley Union Elementary School District actually spent \$7,436,125 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
Oakley Union Elementary School District	Jeff Palmquist Superintendent	jpalmquist@ouesd.k12.ca.us 925-625-0700

Goals and Actions

Goal

Goal #	Description
1	<p>High Quality Instruction: All students will receive high quality instruction aligned to state standards.</p> <p>State priorities addressed by this goal are:</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access to CCSS aligned curriculum(1-B)	20-21 100% of students have access to standards aligned instruction materials. Williams Report	21-22 Students have access to CCSS aligned curriculum, TK-8th grade.	In 22-23 Students have access to CCSS aligned curriculum, TK-8th grade.	During 2023-24 100% of Students have access to standard aligned curriculum	100% of students have access to standards aligned instructional materials
Math Performance on CAASPP (P-4A)	2019 Dashboard: 26.53% of students met/exceeded standard	In progress CAASPP will be administered Feb 24 - June 9, 2022 (local data reported on goal 2)	2021-22 CAASPP 22.34% of students met or exceeded standard in math	2022-23 CAASPP 22.31% of students met or exceeded standard in Math	Increase the amount of students that meet/exceed standard in Math by 10% points
ELA Performance on CAASPP (P-4A)	2019 Dashboard: 39.45% of students met/exceeded standard	In 21-22 progress CAASPP will be administered Feb 24 - June 9, 2022 (local data reported on goal 2)	2021-2022 CAASPP 38.26% students met or exceeded standard in ELA	2022-23 CAASPP 36.7% of students met or exceeded standard in ELA	Increase ELA 10 points to be closer to standard and move to yellow or higher performance level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of a broad course of study, including programs and services for unduplicated students, and students with exceptional needs, as measured by master schedule, electives offerings, and student placement. (P-7A,B,C)	20-21 We are currently providing access to a broad course of study for all students including our unduplicated and students with exceptional needs	21-22 We are currently providing access to a broad course of study for all students including our unduplicated and students with exceptional needs	In 22-23 we are currently providing access to a broad course of study for all students including our unduplicated and students with exceptional needs during our before and afterschool programs.	In 2023-24 OUESD provides access to a broad course of study for all students including our unduplicated and students with exceptional needs during our before and afterschool program	Increase broad course of student to include elective opportunities such as world language and STEAM related coursework.
Provide high quality professional learning/training as measured by professional development agendas.(local indicator)	20-21 Reading Fundamentals training started.	In 21-22 progress - district literacy team currently enrolled in course (CORE) as well as 18 teachers over the summer time for the CORE literacy training as well.	In 22-23 progress - district literacy team currently enrolled in course (CORE) as well as 18 teachers over the summer time for the CORE literacy training as well. implemented.	In 2023-24 50% of OUESD certificated staff completed the CORE training.	Complete CORE-Science of Reading training in grades TK-5.
Weekly Collaborative learning Time(CLT) for training, teacher collaboration and planning. (local indicator)	2020-2021 Monthly CLT Calendar with focus areas and online PD padlet with teacher PD menu choice listed in feedback form	21-22 Continues to be every Wednesday for Certificated Staff, both for district targeted initiatives and site-based goals in 21-22	22-23 continues to be every Wednesday for Certificated Staff, both for district-targeted initiatives and site-based goals. Emphasis is put on literacy, interventions, and social-emotional learning in middle schools.	In 2023-24, every Wednesday, all Certificated Staff attended CLT, focusing on district-targeted initiatives and site-based goals	Maintain CLT Monthly Calendar

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner plan implementation and EL access to standards, as measured by English learner matrix. (P-2B)	2020-21, English learner plan is being developed.	21-22 In progress, we have a rough draft of plan and our EL coordinator meets monthly with educational partners group to finalize.	22-23 progress, we have a draft of plan of a Oakley Roadmap and our EL coordinator meets monthly with educational partners group to review and ensure goals are implemented school wide.	In 2023-24, the district made an additional revision of the English Learners Master Plan, including the new reclassification criteria which was board approved in December 2023.	A complete and finalized EL plan with all components articulated and established.
Teachers appropriately assigned and credentialed (P-1A)	20-21 Due to Covid-19 and the state-wide teacher shortage our HR data shows : 8 teachers with intern permits 3 teachers with emergency permits 4 credentialed teacher with emergency permits for other subject areas.	21-22 Teachers appropriately assigned and credentialed (P-1A)	21-22 Data not available in Dataquest.(P-1A)	In 2023-2024, the most recent California Dashboard shows 89.6% of OUESD teachers were appropriately assigned and credentialed.	100% Teachers appropriately assigned and credentialed
Implementation to State Board content and academic standards as measured by local indicator. (P-2A)	20-21 100% of students have access to state board academic content and performance standards.	21-22 100% of students have access to state board academic content and performance standards.	22-23 100% of students have access to state board academic content and performance standards.	In 2023-24 100% of students have access to state board academic content and performance standards.	Maintain 100%

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.

All actions related to high quality instruction in Goal 1 were met including aligned curriculum in Core subjects, offered additional courses outside of Core, an appropriately placed EL students with the exception of Action 1.3, 1.8 and 1.9. In our current LCAP, the initial plan for the GATE program involved a comprehensive identification process using multiple assessment tools and criteria. In practice, the district only administered the CoGat (Cognitive Abilities Test) to identify students for the GATE program this year, and no actual GATE program was implemented because the focus was solely on testing.

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.

The explanation of the material differences between the Budgeted Expenditure and Estimated Actual Expenditures are as follows:
Action 1.1: The district purchased additional instructional materials for some of our core courses and textbooks for the Spanish class in middle school.

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

Actions 1.1, 1.2, and 1.6

Focus: Providing Standards-Aligned Instructional Materials and Support

Effectiveness: These actions effectively ensured that all students have access to standards-aligned instructional materials for all classes, including elective courses. The district has supported equitable access to learning resources by providing these materials at school and home. In addition, the district provides PD with instructions on implementing these curricula. These actions are required to provide standard-aligned instructional materials to all students and will continue into the next LCAP cycle.

Metric: During 2023-24, 100% of Students have access to standard-aligned curricula

Actions 1.3, 1.10, and 1.11

Focus: Multi-Tiered System of Support (MTSS)

Effectiveness: These actions were not fully implemented, which limited their effectiveness. Although the district introduced an MTSS framework, it was not executed as planned, and there is no evidence of its effectiveness. Recognizing the significant potential for improvement, the district will adopt this action in the new LCAP, applying the science of implementation to ensure better success.

Metrics: In 2022-23 CAASPP, 22.31% of students met or exceeded the standard in Math, and in 2022-23 CAASPP, 36.7% of students met or exceeded the standard in ELA

Actions 1.4 and 1.12

Focus: Support for English Learners (EL)

Effectiveness: These actions have shown some effectiveness in supporting English Learners. The most recent California Dashboard indicates that 54% of ELs demonstrated improvement, suggesting that the targeted actions and resources have positively impacted their language proficiency and academic performance. While no specific metric can measure the overall effectiveness, this improvement is a positive indicator. These actions will continue in the new LCAP cycle, with efforts to further enhance support for ELs.

Metric: As indicated in the effectiveness of this action, 54% of EL demonstrated improvement.

Actions 1.5 and 1.7

Focus: Assignment of Team Leads

Effectiveness: These actions were not fully implemented, as not all schools assigned a team lead. Recognizing the importance of having dedicated team leads, the district will continue this initiative in the new LCAP cycle. The district will connect with school site leaders to ensure each school has an assigned lead teacher, aiming to improve the implementation and effectiveness of this initiative.

Metric: In 2023-24, 50% of OUESD-certified staff completed the CORE training, and 89.6% of OUESD teachers were appropriately assigned and credentialed.

Actions 1.8 and 1.9

Focus: CoGAT Testing and Program Implementation

Effectiveness: These actions were not fully implemented. While the district completed the CoGAT testing, no associated programs were implemented. Moving forward, the district will need to establish clear implementation plans and metrics to assess the effectiveness of such actions.

Metric: As stated in the effectiveness, no metric is associated with this action.

Action 1.13

Focus: Library

Effectiveness: This action effectively improves library use at all sites. The district continuously adds a collection of culturally responsive books.

Metric: No metric is associated, but as a measure, all schools have Library Media Technicians (LMT) who manage the distribution of instructional materials, electronic devices, and books in the library.

Overall, the effectiveness of these actions varied. The district has identified key areas for improvement and will focus on:

- **Ensuring Proper Implementation:** Applying the science of implementation to improve the execution of actions, particularly those related to MTSS and the assignment of team leads.
- **Establishing Clear Metrics:** Developing specific metrics to measure the effectiveness of each action ensures better accountability and improvement tracking.
- **Continuing Successful Actions:** Maintaining actions that have shown effectiveness, such as providing instructional materials and support for English Learners, while seeking ways to enhance their impact.

By addressing these areas, the district aims to achieve better outcomes and more effectively support the diverse needs of all students in the next LCAP cycle.

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.

The district has developed new goals for the new LCAP. One major change was combining Goal 1 and Goal 2 of the current LCAP. We want to clarify that providing a high-quality educational experience incorporates robust intervention and enrichment within Tier 1 instruction. Additional interventions are provided for students who need extra support due to their assessments. This intervention will be provided outside the regular blocked schedule for ELA and math.

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	Interventions: All students will be provided with targeted intervention, learning acceleration or enrichment opportunities that use research-based strategies to meet their academic, behavioral, and/or social-emotional needs. State priorities addressed by this goal are: Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ren STAR MATH DATA (P- 8)	2020 Star MATH Districtwide Data for grades 3-8, 39.7% at/above standard, including our high needs students (SPED- 15%, EL- 18%, Foster- 6.7%, Homeless- 30.8%, Low-Income- 28.4%) 21.2% of students districtwide scored in the urgent intervention needed range.	Our 21-22 end of year data for math has 38.7% of our 3-8 students meeting proficiency and 61.3% did not.	Our 22-23 end of year data for math has 41.3% of our 3-8th grade students meeting proficiency.	2023-2024 Star MATH District-wide Data for grades 3-8, 49.2% at/above standard 20.3% of students districtwide scored in the urgent intervention needed range.	Increase STAR MATH at/above for grades 3-8 by 10% Decrease the amount of students in the urgent intervention range by 10%
Ren STAR ELA DATA (P-8)	2020 Star READING Districtwide Data for grades 3-8, 46.8% at/above standard	Our 21-22 end of year data for reading 34.7% at proficient and 65.3% did not.	Our 22-23 end of year data for reading is 34.5% at proficient.	2023-2024 Star READING District-wide Data for grades 3-8, 43.4% at/above	Increase STAR READING at/above for grades 3-8 by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	including our high needs students (SPED- 12,2%, EL- 12.7%, Foster- 6.7%,Homeless- 46.2%, Low-Income- 25.3%) 21.3% of students districtwide scored in the urgent intervention needed range.			standard. 22.2% of students districtwide scored in the urgent intervention needed range.	Decrease the amount of students in the urgent intervention range by 10%
Imagine Learning Data (P-8)	2020 Imagine Learning status report shows that 20% of the English Language Learners are using the program at grade level.	21-22 Imagine learning status reports shows 29% of our EL are using the program at grade level.	22-23 Imagine learning status shows 30% of our ELs are using the program at grade level.	23-24 Imagine learning status shows 29% of our ELs are using the program at grade level.	According to the the Imagine Learning status report 45% or more of the English Learners using the program will be working at grade level.
Lexia CORE 5 (P- 8)	20-21 TK-5 Core progress indicator report shows 60% of students working at or above grade	21-22 Lexia Core data TK-5th grade reports that 59% of our students are working at grade level.	22-23 Lexia Core data shows that in TK-5th grade 57% of our students are working at grade level	23-24 Lexia Core data shows that in TK-5th grade 58% of our students are working at grade level	TK-5 Core progress indicator report will show 75% of students working at or above grade
Lexia Power Up (P-8)	20-21 Introduction of Lexia Power Up-Skill Status Report indicated the following percentage of 6-8 students at/above	21-22 End of year data is 22%-Word study, 27% Grammar and 43%Comprehension.	22-23 End of year data is 27%-Word study, 33% Grammar and 51% Comprehension	23-24 End of year data is 27%-Word study, 35% Grammar and 46% Comprehension	Lexia Power Up-Skill Status Report will indicate the following percentage of students at/above grade level at least :

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	grade level : 11% word study, 16% grammar, 35% comprehension				50% word study, 50% grammar, 50% comprehension
Dreambox TK-5 (P-8)	20-21 Predicted Insight Report indicates that 26.2% of TK-5 students utilizing Dreambox are on track to meet or exceed grade level content standard.	21-22 Predicated insight reports that 29% of TK-5th grade students utilize Dreambox and are on track to meet or exceed grade-level content standards.	22-23 Predicated insight reports show that 37% of TK-5th grade students utilize Dreambox and are on track to meet or exceed grade-level content standards.	23- 24 Predicated insight reports show that 38% of TK-5th grade students utilize Dreambox and are on track to meet or exceed grade-level content standards.	Predicted Insight Report will indicate that 50% of TK-5 students utilizing Dreambox are on track to meet or exceed grade level content standard.
Imagine Math data 6-8 (P-8)	20-21 Imagine Learning data indicates 27% of students have passed common core standards lessons.	21-22 Imagine Learning data showed that 35% of students had passed the common core standard lessons.	22-23 showed that 33% of middle school students had passed the common core standard lessons.	23- 24 showed that 33% of middle school students had passed the common core standard lessons.	As indicated on the Imagine Math data report, 50% of students will have passed common core standards lessons.
English learner progress toward English proficiency , as measured by the ELPAC (P4-E)	2019-20 51.1% of English Learners are making progress on the ELPAC	2020-21 69% of English Learners are proficient on the ELPAC	2022, 51.7% are making progress towards English language proficiency.	Based on 2022-23 Dashboard 54% of English Learners are showing progress	Above 60% English Learners are making progress on the ELPAC
English language learner progress on the reclassification rate (P4-F)	2019-2020 6.6% of English Language Learners reclassification rate	4.6% for the 2021-22 school year	2022 Data unavailable via Dataquest.	2023-2024 6.9% (48/644) of English Learners have been Reclassified - Local Data	10% of students will be reclassified on the ELPAC

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.

All actions related to interventions in Goal 2 were met including access for students to online computer adaptive programs, 98% participation rate for RennStar, and before and after school interventions at each site.

Action 2.1 and 2.14: Upon careful reflection of this action, the district revised the roles and focus of the two TOSAs. Initially, the district intended to have an Elementary MTSS TOSA, Math TOSA, and ELA TOSA. However, after identifying current needs, the district opted to realign the focus of the TOSAs by grade band. Consequently, the district assigned an MTSS TOSA for 3rd-5th Grade and another for Middle School. The district was not able to hire a K-2 TOSA.

Action 2.4: At the beginning of the 2023-2024 school year, the district assessed its contract with Tutors for America. Due to the vendor's inability to furnish the requested data and information, the district opted to explore alternative vendors capable of offering these services. Subsequently, the district chose a tutoring company that delivered the required services and provided data useful for informing future planning decisions.

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.

Below are the explanations for the material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.5: This action was not budgeted for S.Y. 2023-2024. However, after evaluating the needs of our students, the district decided to purchase the Read 180 for use in Special Education classes.

Action 2.6: This action was budgeted at a higher amount than was needed.

Action 2.7: The plan was originally part of site expenditures; however, the district decided to cover the cost using other state funds.

Actions 2.9 and 2.10: The budgeted expenditures for 2.9 and 2.10 were mistakenly switched.

Action 2.17: This action covers all platforms and applications that the district purchases; the budgeted expenditures did not include all the platforms that were actually purchased for SY 2023-2024.

Action 2.19: This expenditure was covered by the site budget. It was not used district-wide

Action 2.20: The district needs to purchase additional supplies and employ more staff because more students have registered for summer than initially expected.

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

Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.13, 2.14, 2.17, 2.18, 2.19, and 2.20

Focus: Targeted Interventions and Enrichment Programs

Effectiveness: These actions were less effective than anticipated in supporting all students, particularly the unduplicated population. Several factors contributed to this shortfall, including inconsistent application and a lack of staff support and buy-in. Moving forward, the district recognizes the importance of applying implementation science to ensure better outcomes. While the district will continue to fund these initiatives to demonstrate a commitment to an inclusive and supportive educational environment, especially for unduplicated students, there will be a focus on streamlining and evaluating the program and application included in this action. The district aims to improve support systems to meet student's needs by identifying the most cost-efficient and impactful programs and applications.

Action 2.8

Focus: STAR Renaissance Assessment as Universal Screener

Effectiveness: This action has proven effective. The STAR Renaissance Assessment is a universal screener and integrates well with other tools, helping students learn and master various standards. Over the three years, STAR Math improved from 38.7% to 49.2% of students at or above standard, and STAR ELA improved from 34.7% to 43.4%. Due to its effectiveness, the district will continue using the STAR Renaissance Assessment in the next LCAP cycle.

Actions 2.2, 2.15, and 2.16

Focus: Supporting Classified and Certificated Staff

Effectiveness: These actions effectively provided additional resources and professional development opportunities and fostered growth and development for all staff. By investing in these areas, the district enhanced the skills and effectiveness of educators and support staff, contributing to a more robust and capable educational environment for students. This support benefits individual staff members and the overall educational system, and thus, these actions will be continued with potential adjustments to optimize their impact further.

Actions 2.9 and 2.12

Focus: Improving Chronic Absenteeism Rates

Effectiveness: These actions were highly effective in reducing chronic absenteeism. Initiatives included personalized outreach to frequently absent students, attendance incentive programs, and increased parental engagement through regular communication and support. As a result, chronic absenteeism rates improved significantly, as reflected by the district's green rating on the California Dashboard. These successful strategies will be continued and possibly expanded in the next LCAP cycle.

Action 2.11

Focus: Offering Different Electives in Middle School

Effectiveness: While various electives were offered in middle schools, no specific metric was set to measure their effectiveness. Moving forward, the district acknowledges the need to establish clear metrics to evaluate the impact of these electives on student engagement and learning outcomes. This will help in making data-driven decisions about elective offerings.

Overall Reflection

Overall, while many actions demonstrated varying levels of effectiveness, the district has identified critical areas for improvement. The application of implementation science is crucial for gaining staff support and achieving better outcomes. The district will focus on refining and evaluating actions to ensure they are cost-efficient and impactful, continuing successful initiatives, and establishing clear metrics for all programs. This strategic approach aims to enhance the support systems and educational environment for all students, particularly the unduplicated population. In the upcoming LCAP cycle, goal 1 and goal 2 will merged into one overarching goal.

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.

In the new LCAP, goals 1 and 2 have been merged into one overarching goal: Excellence in Teaching and Learning. This integrated goal underscores the district's commitment to embedding both intervention and enrichment strategies into teachers' daily instructional practices. The district aims to ensure that every student benefits from targeted support and opportunities for advanced learning within the regular classroom setting. While most of the existing actions and initiatives will be sustained, the district recognizes the importance of continually assessing the effectiveness of the various educational applications and programs. To this end, a thorough evaluation will be undertaken to review these tools, ensuring they deliver optimal value for the resources invested. This approach ensures that our expenditures are justified and yield the expected academic results. The district aims to enhance overall educational outcomes and better support student achievement by refining our use of these applications and programs.

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	<p>Goal 3: Technology: All students will have equitable access to 1:1 technology to improve their learning experiences and outcomes to prepare them for college and career readiness in a global society.</p> <p>State priorities addressed by this goal are:</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site technology device counts as provided in the annual OUESD Technology OUESD Board Update (local indicator)	2020-2021 1:1 devices for students at all sites	In 21-22 All students have a chromebook and have access to one via their classroom as well.	22-23 all student have access to a chromebook, at the middle schools each student has their individual one.	For School 2023-2024 all students have access to chromebook	Use site technology device counts to maintain the 1;1 ratio devices to students.
Online software/apps usage, as measured by software analytics. (local indicator)	20-21 Usage is inconsistent depending on grade level and program.	In 21-22 our Online software apps are being evaluated to evaluate use by grade level and more analysis will be done in the fall 2022.	In 22-23 we have evaluated our software and apps and have minimized which ones we use at the tier 1 and 2 levels for instruction and support. We continue to evaluate these platforms to support student learning.	For school year 23-24 we are still in process exploring platforms on how to measure the effectiveness of each platforms. The data is not consistent with the survey results.	Increase usage of all computer adaptive programs to above 80% district-wide.
Professional development for staff	20-21 Online professional	21-22 Online professional	22-23 online professional	For school year 23-24 we provided in District	Increase professional development to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to support integration of technology and enhanced usage of technology to support student learning as measured by professional development agendas. (local indicator)	development for curriculum, apps and programs to students learning were provided during PD days and during CLT.	development for curriculum, apps and programs to students learning were provided during PD days and during CLT.	development for curriculum applications was delivered by our site tech leads as well, students were provided professional development via library visits and work with our library media techs.	Tech Training during September and November PD Day. Some of the included technology platforms were Freckle, Rooms, and ThrillShare.	include coding, project based learning and innovative uses of technology for learning as measured by the PD calendar and agendas.

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.

All actions related to technology in Goal 3 were met including 1:1 access to devices for student use, Site Technology Lead Stipends, and Student achievement, attendance and state reporting. There were no differences between the planned actions and the actual implementation of the 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.

Three actions significantly differ between the budgeted expenditures and the estimated actual expenditures and between the planned percentages of improved services and the estimated actual percentages of improved services.
 Action 3.3 and 3.4: The budgeted expenditures for 3.3 and 3.4 were reported in error. The budgeted expenditures for 3.3 was listed under 3.4 and the budgeted expenditures for 3.4 was listed under 3.3.
 Action 3.5: The plan was originally part of site expenditures; however, the district decided to cover the cost.

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

Actions 3.1, 3.2, 3.3, and 3.5

Focus: Utilization of Various Applications and Platforms for Intervention, Enrichment, Attendance Tracking, and Socio-Emotional Support

Effectiveness: These actions showed minimal effectiveness during the three-year LCAP cycle. Although various applications and platforms were employed to address the diverse needs of students, the overall impact was limited due to the implementation process not following the science of implementation. This learning curve has highlighted the need for a more structured approach. Moving forward, these actions will continue in the next LCAP cycle, with a renewed focus on ensuring proper implementation and effectiveness to meet the unique needs of every student.

Action 3.6

Focus: Cyber Safety and Citizenship

Effectiveness: Every student in all grade levels were provided cyber security and digital citizenship education. No Metric was set to measure this action; however, administration and monitors these types of incidents and provided re-teaching opportunities and supports for students and families.

Action 3.4

Focus: Designation of Tech Leads in Schools

Effectiveness: This action was only partially implemented, resulting in minimal effectiveness. Not all schools had a designated Tech Lead, and there was no specific metric to evaluate this action's impact. The district acknowledges the crucial role of Tech Leads in supporting technology integration and usage. Moving forward, efforts will be made to address this gap and ensure comprehensive support for technology-related initiatives across all schools, guided by the science of implementation to achieve better results.

Overall Reflection

Across these groups, the district observed minimal effectiveness due to not adhering to the science of implementation. This has underscored the importance of following established implementation frameworks. The district will refine these actions, ensuring they are correctly implemented and linked to clear metrics. By applying the science of implementation, the district aims to enhance the impact of these actions, ultimately supporting student success, safeguarding data, and improving technology integration in the next LCAP cycle.

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.

Many of the actions and metrics from Goal 3 will now be in Goal 1 of the new LCAP, Resources for education. The metric about Online software/apps usage, as measured by software analytics. This goal aligns with objectives that prioritize the core essentials of education. Alongside guaranteeing access to instructional materials, maintaining the quality of school facilities, and ensuring teachers are assigned appropriately, it forms the backbone of essential services vital for schools to function well and address the unique needs of all students. It highlights the district's steadfast dedication to foundational elements critical for delivering high-quality education. Looking ahead, the district

will continue evaluating the different applications and programs used throughout the district. This ongoing review aims to identify which tools will be retained for continued use, ensuring resources are allocated wisely to foster student learning and success.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Goal 4: School Climate: All students will be provided with a safe and inclusive learning environment that supports their physical, social, and emotional well-being.</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey Results (CHKS) (P-6C)	<p>20-21 CHKS- 62% of 7th grade students reported feeling connected to school, 63% of 7th grade students reported feeling safe at school. 24% of 7th grade students reported feeling emotional distress and 37% experienced chronic sadness.</p>	<p>In 21-22 data: 38% of students reported feeling safe 43% of 7th grade students reported feeling sadness 33% of 7th graders reported feeling emotional distress 42% of 7th graders reported feeling connected to school.</p>	<p>21-22 data: 42% of 7th graders do feel connected to school.</p> <p>38% feel safe or very safe at school</p> <p>33% feel emotional distress</p> <p>43% experience chronic sadness</p>	<p>2023-2024 California Healthy Kids Survey data:</p> <p>feeling safe at school 5th grade =78% 6th grade =46% 7th grade=30% 8th grade=31%</p> <p>feeling safe to and from school 5th grade= 83%</p> <p>connected to school 5th grade=75% 6th grade =49% 7th grade= 37% 8th grade= 36%</p>	<p>Results of the CA Healthy Kids Survey: Increase by 15 % the 7th grade students that feel connected to school and feel safe at school.</p> <p>Decrease by 10% the 7th grade students that report feeling emotional distress and chronic sadness.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rates (P-5A); Chronic absenteeism rate (P-5B); Middle School dropout rate (P-5C) ADA rate	2019 CA Dashboard Data shows that 10.1% students were chronically absent, students of two or more races were chronically absent 13.5%, we have zero middle school drop outs and ADA is 95.9%.	In 21-22 the Latest data via Data Quest is 10.9% chronic absenteeism. Due to COVID, we have had zero Drop Out Rate and ADA is 95.5.	2021-22 Chronic Absenteeism rate 35.5 % via Data Quest Overall ADA is 91.695 Up to present date we have no Middle School Drop Outs. Year 1 date incorrect--should be 20-21	2023 Dashboard: 10.1% Chronically Absent 0% drop out rate ADA 94%	Continue with efforts to decrease chronic absenteeism by 3%, Maintain 0% dropout rates. Increase daily student attendance and increase ADA 1%.
Suspension rates (P-6A) Expulsion rates (P-6B)	2019 CA Dashboard Data shows the following rates: Suspension 3.5% and Expulsion rate is .19%.	In 21-22 we continue to implement student behavior supports and track variations. In 21-22 current data via Data Quest is 0% Suspensions and 0% Expulsions.	2022 Suspension Rate= 4.7% 2022 Expulsions= 0% 2022 Dashboard: suspension performance = high. Very high groups include: African American, American Indian, foster youth, homeless, pacific islander, socioeconomically disadvantaged,	2023 Dashboard: Suspension Rate = 5.4% Expulsion Rate = 0%	Decrease rate of suspensions by 1% and expulsion rates by .05%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			students with disabilities. High groups: English learners, Hispanic and white Medium were: two or more races Low groups: Filipino Very low group: Asian		
Achieve overall summary of facility conditions as exemplary at all sites. (FIT) (P-1C)	20-21 All sites scored exemplary in the overall conditions as summary on the FIT.	In 21-22 all sites scored exemplary in the overall conditions as summary on the FIT.	In 22-23 all sites scored exemplary in the overall conditions as summary on the FIT.	In 23-24, 100% of OUESD schools met the “good repair” status based on the FIT.	Maintain all sites with exemplary summaries on the FIT.

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.

All actions related to School Climate in Goal 4 were met including Parent Community Liaisons at all sites to bridge communication between home and school, mental health supports for students and professional development for certificated and classified support staff, opened Wellness Centers at various school sites, and monitoring of school sites for safety improvements. There was no difference between the planned action and the actual implementation of the action.

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.

Below are explanations for the material differences observed between Budgeted Expenditures and Estimated Actual Expenditures, as well as between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

Action 4.3: No budget was initially set, but the district purchased some items for the Bridge Program.

Actions 4.11 and 4.17: The original budget for these two actions was not used as the costs were accounted for in other actions in the plan outside of this Goal.

Action 4.13: Due to the absence of budgeted funds for this action, which was based on the previous year when the California Healthy Kids Survey was not administered, there is a material difference between the planned and actual expenditures. However, recognizing the critical importance of survey data for decision-making in the LCAP, adjustments were made to facilitate its administration.

Action 4.16: The district did not use the full budget because other resources were used.

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

Actions 4.1, 4.2, 4.3, 4.5, 4.9, 4.11, 4.13, 4.14, 4.17, 4.18

Focus: Multi-Tiered System of Support (MTSS), Social-Emotional Learning (SEL), Discipline, Suspension, and Platforms to Monitor These Areas

Effectiveness: These actions demonstrated minimal effectiveness over the three-year LCAP cycle. While there were some improvements, the overall impact on student behavior, emotional well-being, and suspension rates was limited. The primary reason for this minimal effectiveness was the failure to follow the science of implementation. The district acknowledges this learning curve and is committed to refining these actions. Moving forward, these actions will be continued in the next LCAP cycle with a renewed focus on proper implementation to achieve better outcomes.

Actions 4.4, 4.8, 4.12, 4.15, 4.16

Focus: Increasing Parental Engagement, Including Parent Portals and Workshops

Effectiveness: These actions also showed minimal effectiveness. Despite efforts to introduce parent portals and workshops, the impact on parental engagement and support for students' academic, socio-emotional, and mental health needs was modest. The district recognizes that the implementation process did not adequately follow the science of implementation. This has been a valuable learning experience, and the district will continue these actions in the new LCAP cycle. The focus will be on improving implementation strategies to increase parental participation and engagement.

Actions 4.6, 4.7, 4.10

Focus: Providing Training to Teachers on Safety, SEL, and Mental Health

Effectiveness: These actions were minimally effective during the past LCAP cycle. While some teachers reported feeling better prepared to address safety, SEL, and mental health issues, the overall impact was not as significant as expected. The district attributes this to not following the science of implementation. Learning from this experience, the district plans to continue these actions in the next LCAP cycle with adjustments to ensure proper implementation and greater impact.

Overall Reflection

Across all groups, the district observed minimal effectiveness primarily due to not following the science of implementation. This learning curve has highlighted the importance of adhering to established implementation frameworks. Moving forward, the district will refine these actions, ensuring they are implemented correctly and linked to clear metrics. By applying the science of implementation, the district aims to enhance the impact of these actions, ultimately supporting student well-being, increasing parental engagement, and improving teacher preparedness in the next LCAP cycle.

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 4 will be Goal 3 in the new LCAP. Additionally, we are adding more metrics to allow for a more accurate assessment of each action.

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.

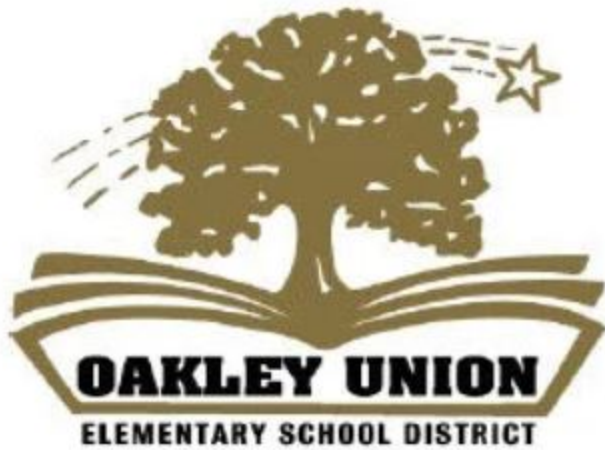
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 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
Oakley Union Elementary School District	Jeff Palmquist Superintendent	jpalmquist@ouesd.k12.ca.us 925-625-0700

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.

Located in the heart of the fast-growing city of Oakley, California, the Oakley Union Elementary School District (OUESD)) is a hub of educational opportunity, catering to the diverse academic needs of students in far-east Contra Costa County. With a population of 43,357 residents (Source: 2020 Decennial Census) and an average median income of \$45,928, Oakley has rapidly evolved from a quiet Delta farming town into a vibrant and dynamic community. Showcasing its landscaped parks, rapidly growing neighborhoods, and the increasing number of commercial buildings, Oakley is a testament to the city's continuous growth.

OUESD caters to a diverse student body of 5,098 students across seven elementary and two middle schools. Almond Grove, Gehringer, Laurel, Iron House, Oakley, Summer Lake, and Vintage Parkway all foster a nurturing environment for students from transitional kindergarten through 5th grade. Oakley Elementary, in particular, is a hub for special education and state preschool students, ensuring that each child's

distinct requirements are met. As students progress to middle school, they can attend either Delta Vista Middle School or O'Hara Park Middle School, both of which are committed to providing a supportive and enriching educational experience for students in grades 6 through 8. Many 8th-grade students, equipped with confidence and preparedness, continue their educational journey at Freedom High School in the Liberty Union High School District.

Diversity is a defining characteristic of the district, with nearly 115 different languages spoken at home other than English and 40 different languages spoken throughout the district. It is worth noting that approximately 12.9% of the students are English Learners, reflecting the community's rich linguistic diversity. Furthermore, the student population is a melting pot of various backgrounds, with 47.4% Hispanic, 25.7% White, 9.7% Black or African American, 6.4% Filipino, 4.6% Asian, and 5.2% multi-racial students, as reported to CALPADS for the school year 2023-2024.

OUESD staff are committed to serving the whole child by providing rigorous academic programs and essential support services. With 43.5% of students qualifying for the National School Lunch Program, 0.4% foster youth, and 15.9% receiving special education services, the staff prioritizes the well-being and success of every student. The administrators, teachers, and all other staff members are dedicated to fostering a safe, inclusive, and empowering learning environment where all students can thrive and reach their fullest potential.

In alignment with its mission statement, OUESD is proud to be "a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders." OUESD continues to promote transformational learning across the district through its unwavering dedication to excellence, equity, and inclusivity.

Note: As a TK-8 elementary school district, the following LCAP Priorities do not apply: Priority 4B, 4C, 4D - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate.

Reflections: Annual Performance

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

After analyzing performance data from the California School Dashboard and other sources for the Oakley Union Elementary School District, we identified key trends and growth areas that need further review for strategic planning, goal setting, and action planning.

Overall Student Performance:

- English Language Arts (ELA): The decline of 3.5 points in ELA proficiency indicates challenges in achieving targeted outcomes. This decline emphasizes the need to evaluate our instructional block, make necessary changes to the ELA Focus Guide and Year-at-a-Glance, provide professional development on instructional strategies, and suggest the need for targeted interventions and resource allocation to support literacy development. Enhancing access to high-quality reading materials, implementing research-based instructional methods, such as guided reading and literacy centers, and providing professional development opportunities for educators in literacy instruction can address proficiency gaps and promote a culture of reading.

- Mathematics: While performance maintenance within 1.9 points below the target is commendable, the persistent gap of 75.2 points indicates a need for continued efforts to improve mathematics proficiency. Analyzing student performance across different domains and grade levels provides insights into areas of strength and areas for growth, which guides the development of differentiated instruction and targeted interventions that engage students in mathematical concepts and provide deeper understanding.

Demographic Disparities:

- African American Students: The decline in ELA and Mathematics proficiency and increased suspension rates suggest underlying barriers to academic achievement and socioemotional well-being of our African American students. Cultural relevance in curriculum, implicit bias in disciplinary practices, and access to support services may contribute to these disparities. Engaging with the African American Parent Advisory Council and other educational partners to create culturally responsive initiatives and provide targeted support can help mitigate these challenges.
- English Learners: While maintaining proficiency levels in Mathematics, the decline in ELA proficiency indicates a need for enhanced language development support. Implementing English Language Development (ELD) strategies, language-rich environments, and differentiated instruction can facilitate language acquisition and academic success for this student group.
- Students with Disabilities: The decline in ELA and Math proficiency among students with disabilities underscores the importance of individualized support and accommodations. Providing specialized instruction, assistive technology, and ongoing assessments can ensure access to the curriculum and promote academic growth. Additionally, fostering inclusive classrooms and promoting peer collaboration can cultivate a supportive learning environment for all students.
- Socioeconomically Disadvantaged Students: The decline in ELA and Math proficiency and the increase in suspension rates among socioeconomically disadvantaged students highlight the impact of socioeconomic factors on academic outcomes. Addressing systemic inequities through targeted interventions, such as access to early literacy programs, wraparound services, and trauma-informed practices, can address the root causes of academic disparities and foster a culture of equity and inclusion.

*NOTE: Table 1 summarizes the data from the California Dashboard. It shows the lowest-performing student group for each category by school site.

Promising Practices and Improvement Areas:

- Filipino Students: The improvements in ELA and Mathematics proficiency among Filipino students suggest the effectiveness of culturally responsive pedagogy and targeted support initiatives. Leveraging culturally relevant resources, community partnerships, and family engagement strategies can further enhance academic success for this student group and inform best practices for supporting diverse student populations.
- Homeless Students: The significant decline in chronic absenteeism among homeless students signifies progress in addressing barriers to regular school attendance. However, the persistent challenge of mathematical proficiency calls for targeted academic interventions and wraparound support services. Collaborating with local agencies, providing stable housing options, and implementing trauma-informed practices can promote educational stability and holistic well-being for homeless students.

Equity-Focused Interventions:

- Culturally Responsive Pedagogy: Embedding culturally relevant texts, perspectives, and experiences into the curriculum can validate students' identities and promote academic engagement and achievement. Professional development opportunities for educators on culturally responsive teaching practices and restorative practices can enhance instructional effectiveness and foster culturally affirming learning environments.

- Socioemotional Support: Integrating social-emotional learning (SEL) competencies into curriculum and school-wide practices can promote students' self-awareness, social awareness, and responsible decision-making skills. Restorative justice practices, peer mediation programs, and positive behavior interventions can address disciplinary issues proactively while nurturing empathy and conflict-resolution skills.
- Educational Partners Engagement: Establishing meaningful partnerships with families, community organizations, and local agencies can create a network of support that extends beyond the classroom. Providing culturally and linguistically responsive communication, hosting family engagement events, and offering access to tutoring, mental health services, and food assistance can strengthen the home-school connection and empower families as advocates for their student's education.

In conclusion, a detailed analysis of student performance data underscores the complexity of addressing equity gaps and promoting academic success for all students. By examining demographic disparities, identifying promising practices, and implementing equity-focused interventions, the Oakley Union Elementary School District can cultivate an inclusive learning environment where every student can thrive academically, socially, and emotionally. Continued collaboration with educational partners, ongoing data analysis, and a commitment to equity-driven decision-making are essential for advancing educational equity and excellence in teaching and learning across the district.

Table 1: Lowest Performing Student Groups

School	Priority 4: Pupil Achievement			Priority 5: Student Engagement	Priority 6: School Climate
	ELA	Math	EL Progress	Chronic Absenteeism	Suspension
DISTRICT	SWD	AFRAME, SWD, EL, SED		2 OR MORE	AFRAME, ASIAN, SWD, SED
Almond Grove	SWD				
Delta Vista	AFRAME, SWD, SED	AFRAME, HIS, SWD, EL, SED			ALL, AFRAME, SWD, SED
Gehringer	SWD				
Iron House	AFRAME, HIS, SWD, SED	SWD		AFRAME, EL, SED	
Laurel	SWD	SWD			
Oakley	SED, SED	SWD, SED			SED
O'Hara Park				AFRAME	AFRAME, SWD
Summer Lake	SWD	SWD			
Vintage Parkway	SWD		EL	SWD	HIS

SWD = Students With Disability

SED = Socio-Economic Disadvantaged

EL = English Learner

AFRAME - African American/Black

HIS = Hispanic

2 OR MORE = Two or more race

Reflections: Technical Assistance

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

Oakley Union Elementary School District (OUESD) is eligible for differentiated assistance due to having district red indicators on the California Dashboard in student achievement (Math and ELA) and suspension rate for African Americans, students with disabilities, and socio-economic disadvantaged students. OUESD has seen substantial benefits from the support provided by the Contra Costa County Office of Education (CCCOE). Their assistance spans several critical areas, such as boosting attendance rates, reducing suspension incidents, and tackling math and English Language Arts academic disparities. They provide us with several opportunities to practice the theory of implementation science as we explore different initiatives to improve our student's performance.

CCCOE is committed to the professional growth of teachers and staff. They offer a range of development opportunities, including interactive workshops that foster collaboration, informative seminars that keep educators abreast of the latest teaching trends, and personalized coaching sessions that cater to individual needs. These sessions are designed to equip educators with effective teaching strategies, enhanced classroom management techniques, and innovative ways to incorporate technology into their lessons.

The partnership between the Contra Costa County Office of Education and the district is exemplified in their joint efforts to analyze student data. This collaborative approach allows educators to identify patterns, recognize trends, and target areas for improvement. By using this data-driven approach, educators are empowered to make informed decisions about teaching methods, intervention plans, and resource allocation to enhance student outcomes.

Overall, the technical support provided by the Contra Costa County Office of Education is fundamental to Oakley Union Elementary School District's commitment to delivering top-notch education to all students. The district aims to prepare students to thrive in the ever-changing educational landscape by arming educators with the necessary tools, knowledge, and skills.

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.

OUESD is not eligible for comprehensive support and improvement; hence, this section is not applicable.

Support for Identified Schools

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

OUESD is not eligible for comprehensive support and improvement; hence, this section is not applicable.

Monitoring and Evaluating Effectiveness

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

OUESD is not eligible for comprehensive support and improvement; hence, this section is not applicable.

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
Principal	<p>As we examined the Local Control and Accountability Plan (LCAP), it became clear that it was a collaborative effort, with our educational partners playing a significant role. Throughout four consecutive weekly meetings spanning January to February, educational leaders immersed themselves in reviewing student performance and evaluating the progress of our schools. With the aid of the flowchart we developed, principals meticulously scrutinized the actions outlined in our current LCAP, determining their effectiveness and discerning which ones to continue, modify, or discontinue. They took on the crucial task of evaluating the strategies laid out in the plan, making necessary adjustments to ensure they positively influenced student success.</p> <p>These meetings also served as a platform for principals to brainstorm and contribute fresh ideas for goal-setting and launching initiatives, drawing upon their experience to address the specific needs of our school community. In February, they presented the district's LCAP actions to their staff, soliciting input to share with district leaders. Additionally, they focused on their School Plan for Student Achievement (SPSA), aligning its goals with the district's.</p>
District Advisory Council (DAC) [Members of DAC includes teachers, classified staff, principals and other administrators]	<p>The District Advisory Council (DAC) plays a crucial role in shaping our educational priorities by actively contributing to developing the Local Control and Accountability Plan (LCAP). This year, the DAC convened three times on April 2, April 30, and May 28, reviewing the current LCAP and providing feedback on actions to continue, modify, or change. They received comprehensive information about the</p>

	<p>LCAP's purpose, goals, and initiatives, ensuring a clear understanding of how their input influences district-wide strategies and resource allocation.</p> <p>We highly value the insights and feedback of DAC members, fostering their active engagement through interactive sessions designed to encourage robust exchanges of ideas. By involving the DAC in this collaborative process, we tap into their expertise and collective wisdom to inform policies and practices that best serve our students and educational partners, shaping a more responsive, student-centered educational environment.</p>
Student Leaders	<p>To ensure that our students' voices are central to the decision-making processes within our district, we've implemented a comprehensive approach to involving them in developing our Local Control and Accountability Plan (LCAP). We kick-started this process by engaging all 5th to 8th-grade students who completed the California Healthy Kids Survey in February. Then, the district conducted meetings with student leaders from each school site. Specifically, on April 11, 12, and 23, student leaders from Delta Vista Middle School and O'Hara Park Middle School met with Dr. Cubacub, Director of Ed Services, who briefly summarized the LCAP and explained the process of engaging students. During these meetings, discussions centered on basic needs such as access to instructional materials and facilities, parent engagement, safe school climate, and student achievement. Students shared their insights and suggestions on improvements they wished to see in these areas. Similar meetings were held with student leaders from the seven elementary schools between May 2 and May 6, following the same process as the middle schools. This comprehensive engagement strategy ensured that student voices were heard and considered in developing the LCAP, ultimately aiming to create a more inclusive and responsive educational environment. Their insights, perspectives, and experiences serve as invaluable resources in shaping our district's priorities and resource allocation. Ultimately, this collaborative approach fosters a more responsive, student-centered educational environment that better meets the diverse needs of our student body.</p>
Parent Advisory Committee (PAC)	<p>The Parent Advisory Committee (PAC) actively contributed to developing the Local Control and Accountability Plan (LCAP). PAC members participated in interactive sessions held on April 9, April 11, May 7, and May 9, receiving comprehensive information about the</p>

	<p>LCAP's objectives and initiatives, deepening their understanding of its impact on district-wide strategies and resource allocation. These sessions facilitated dynamic exchanges of ideas, allowing PAC members to provide insights reflecting students' and staff's diverse needs and interests. With careful consideration, PAC members evaluated current actions outlined in the LCAP, determining whether adjustments were necessary to better align with district priorities. Their perspectives, shaped by their understanding of the LCAP's objectives and the district's educational landscape, ensured that the final version accurately represented the community's aspirations and commitment to excellence and equity in education. This collaborative process underscored the importance of harnessing the collective wisdom and expertise of PAC members in advancing educational goals.</p>
SELPA	<p>Consulting the Special Education Local Plan Area (SELPA) for the Local Control and Accountability Plan (LCAP) is essential for ensuring that the district is responsive to the unique needs of students with disabilities. On April 15, during our check-in with the County Office of Education, SELPA joined the virtual meeting, and the district shared the outcome of our comprehensive needs assessment to identify challenges, set goals, allocate resources for specialized support services and personnel, implement evidence-based practices, and monitor student progress. By consulting with SELPA, the district can ensure equitable access to high-quality, inclusive education for all students, promoting their academic success and overall well-being.</p>
Teachers (Oakley Union Teachers Association)	<p>In February, teachers took part in the California School Staff Survey during their faculty meeting. Additionally, site administrators devoted time to reviewing the current data and actions using the district-provided template. Moreover, all teachers were given the chance to complete the LCAP survey, where they could volunteer to join the district advisory council. Those who volunteered were invited to attend the District Advisory Council meetings held at the district office on April 2, April 30, and May 28.</p>
Other School Personnel including Local Bargaining Unit (Local One and CSEA)	<p>During the month of February, all CSEA and Local One members participated in the California School Staff Survey. Site administrators were instructed to collaborate with their staff to ensure they had the chance to complete this important survey. Additionally, site administrators spent time reviewing the current data and actions using the template provided by the district. Furthermore, all CSEA and Local</p>

	<p>One members were allowed to complete the LCAP survey. Within this survey, they had the chance to volunteer to be part of the District Advisory Council. Volunteers were invited to attend the District Advisory Council meetings held at the district office on April 2, April 30, and May 28.</p>
Parent Community Liaison	<p>Parent Community Liaisons (PCLs) play an important role in gathering Local Control and Accountability Plan (LCAP) information, bridging the gap between school administrations and communities to ensure effective resource allocation. By directly engaging with parents and community members, PCLs ensure that LCAP reflects the genuine concerns and aspirations of the community, leveraging their cultural and linguistic understanding for inclusive communication. Their identification of underrepresented voices and advocacy efforts foster transparency and trust, empowering communities to shape educational priorities and hold schools accountable for implementing LCAP strategies. Ultimately, the involvement of PCLs enriches the content of the plan and strengthens the partnership between schools and communities, leading to improved outcomes for all students in a more responsive and equitable educational system</p>
African American Parent Advisory Council	<p>The engagement process with the African American Parent Advisory Council (AAPAC) in developing the LCAP involved an initial meeting on April 9th, where members were briefed on the LCAP's objectives and significance. During this meeting, AAPAC members provided feedback on various areas of the LCAP, engaging in open dialogue to express their thoughts and concerns. This feedback was carefully documented and integrated into the ongoing development of the LCAP, ensuring that the plan accurately reflected the needs and priorities of the African American community within the educational system. Continued engagement with the AAPAC was planned to maintain their involvement throughout the process.</p>
DELAC	<p>The District English Learners Advisory Council (DELAC) actively contributed to developing the Local Control and Accountability Plan (LCAP). DELAC members participated in interactive sessions held on April 11 and May 9, receiving comprehensive information about the LCAP's objectives and initiatives, deepening their understanding of its impact on district-wide strategies and resource allocation. These sessions facilitated dynamic exchanges of ideas, allowing DELAC members to provide insights reflecting students' and staff's diverse needs and interests. With careful consideration, DELAC members</p>

	evaluated current actions outlined in the LCAP, determining whether adjustments were necessary to better align with district priorities.
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The District LCAP/Strategic Plan Advisory Committee composed of parents, community, certificated, and classified staff including local, bargaining unit representatives, district administrators, site principals, and students participated in the development of the 2024 - 2027 LCAP. The district collected input for each of the district's priority areas: Resources for Education, Inclusive Educational Partnerships, Safe School Climate and Excellence in Teaching and Learning

The following is a summary of themes found in feedback collected from the District LCAP/Strategic Plan Advisory Committee, DELAC, School Site Councils, AAPAC, and other meetings. In all focus areas, the overwhelming feedback was that the current focus areas are making a positive impact on student learning and should continue into our next LCAP. The following ideas and trends emerged from an analysis of the feedback received from educational partners and informed our 2024-25 action steps.

Resources for Education: emphasized the need to maintain a 1-1 device ratio for students, standardize technology platforms, and update technological resources and curricula to better support learning and inclusivity. This led to the inclusion of goals for maintaining and upgrading technological resources and curricula, better classroom technology, and improved facilities. There is the need for ongoing training and support for teachers to implement updated instructional materials and technology successfully.

Inclusive Educational Partnerships include enhanced communication in order to increase parent engagement, and provide necessary training sessions for all educational partners. Continue to foster positive and collaborative relationships with all educational stakeholders through open and transparent communications, and continue to engage with our educational partners in surveys and listening sessions

Safe School Climate includes additional support for managing student behavior, including the need for behaviorists, SEL training, and alternatives to suspension. This led to the inclusion of goals for enhancing behavioral support systems and creating wellness rooms.

Excellence in Teaching and Learning include continuing enrichment programs, after-school interventions, and a greater emphasis on STEAM education. This resulted in goals to provide more extracurricular activities, enhance STEAM offerings, and improve access to varied educational resources.

Overall, the adopted LCAP reflects a collaborative effort to address the needs and suggestions of educational partners. By incorporating their feedback, the plan aims to enhance educational resources, support student and teacher development, improve parent engagement, and create a safer and more inclusive learning environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1: Resources for Education	<p>Ensure equitable access to resources, highly qualified staff, facilities, technological tools, and infrastructure.</p> <p>Expectation: Through a collaborative approach, we will ensure equitable access to resources, recruit and retain highly qualified staff, and maintain excellent facilities and infrastructure while continuously evaluating our curriculum and technological tools.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none">• Establish a strategy to attract and retain skilled educators.• Improve our systematic approach to device inventory and replace learning devices to ensure that all educators and students can access the latest technology that supports personalized and effective learning experiences.• Create a detailed list of facility inspections and upgrades to ensure safety and meet accessibility standards. Additionally, evaluate the system for tracking maintenance requests and repairs to ensure efficiency in maintaining safe, comfortable, and effective learning environments.• Improve cafeteria and kitchen facilities to support a variety of nutritious meal choices, update storage for fresh produce, and provide more seating areas for students to enjoy their meals.• Review and evaluate district-adopted curriculum and digital platforms to ensure that they align with educational goals and provide high-quality resources that enhance the learning experience for students, educators, and educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Oakley Union Elementary School District recognizes that reinforcing equitable access to sustainable resources, having highly qualified staff, facilities, technological tools, and infrastructure are the foundation to create an educational landscape where every student can thrive. Equity in access to resources is essential to address systemic disparities and ensure that all students, regardless of their socioeconomic
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background or geographical location, have equal opportunities for success. By prioritizing the provision of sustainable resources, including modern facilities, technological tools, and infrastructure upgrades, we not only bridge the gap among our schools, but also create a more conducive learning environment for all students. Moreover, investing in highly qualified staff ensures that students receive quality instruction and support, regardless of the school they attend. This goal underscores our commitment to fostering inclusivity and leveling the playing field, thereby empowering every student to achieve their academic and personal goals. The actions in this goal are focused on addressing our Students with Disability, SED, Hispanic, African American and English Learner students that have red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Appropriately Assigned Teachers Priority 1A: Basic Services Source: 2023 Data Quest	Based on 2023 Data Quest 89.9% of OUESD teachers were appropriately assigned			By School Year 2026-2027, 95% of OUESD teachers will be appropriately assigned	
1.2	% of students with access to standard-aligned instructional materials Priority 1B: Basic Services Source: Local Indicator	During SY 2023-2024 100% of OUESD students with access to their own copies of standards-aligned instructional materials for use at school and at home			By School Year 2026-2027, 100% of OUESD will have access to their own copies of standards-aligned instructional materials for use at school and at home	
1.3	% of students with access to a device used digital resources Priority 1B: Basic Services Source: Local Data	During SY 2023-2024 100% of students have access to a device used for digital resources.			By School Year 2026-2027, 100% of OUESD students have access to a device used for digital resources.	

1.4	% of schools in good repair condition Priority 1C: Basic Services Source: FIT Report	During SY 2023-2024 100% of OUESD schools in good repair condition			By School Year 2026-2027, 100% of OUESD schools in good repair condition.	
1.5	Self-Reflection Tool Rate Progress of Implementation based on highest percent of respondents. Priority 2A: Implementation of State Standards Source: Local Data - Priority 2 Self-Reflection Tool Priority 2B: how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency Source: Local Data- Priority 2 Self- Reflection Tool	During SY 2023-2024 OUESD progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Exploration and Research Next Generation Science = Initial Implementation History/Social Science = Exploration and Research			By SY 2026-2027, OUESD progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks will be as follows: ELA = Full Implementation ELD = Full Implementation Math = Full Implementation Next Generation Science = Full Implementation History/Social Science = Initial Implementation	
1.6	Self-Reflection Tool Rate Progress of Implementation based on highest percent of respondents.	During SY 2023-2024 OUESD progress in providing professional learning for teaching to the recently adopted			By SY 2026-2027, OUESD progress in providing professional learning for	

	<p>Priority 2A: Implementation of State Standards Source: Local Data - Priority 2 Self-Reflection Tool</p> <p>Priority 2B: how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency Source: Local Data- Priority 2 Self- Reflection Tool</p>	<p>academic standards and/or curriculum frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Initial Implementation Next Generation Science = Initial Implementation History/Social Science = Exploration and Research</p>			<p>teaching to the recently adopted academic standards and/or curriculum frameworks identified below will be as follows: ELA = Full Implementation ELD = Full Implementation Math = Full Implementation Next Generation Science = Full Implementation History/Social Science = Initial Implementation</p>	
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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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhancing and Modernizing Educational Technology Devices for Staff and Students	The district will ensure that staff and students access up-to-date devices and implement a systematic cycle of purchasing technology resources to support teaching and learning. As part of this plan, the district has prioritized the purchase of touchscreen Chromebooks for students, particularly younger ones, to make navigating and interacting with the devices easier. Touchscreen capabilities enhance student engagement and facilitate a more intuitive user experience, supporting younger learners in developing essential digital literacy skills. By regularly refreshing and updating the Chromebook inventory through a structured purchasing cycle, the district aims to provide a consistent, high-quality technological infrastructure that empowers staff and students.	\$944,318.00	No
1.2	Interactive Panels	Purchasing Interactive Panels will enrich classroom experiences and foster inclusive learning environments. These educational tools empower educators to deliver engaging lessons that cater to diverse learning styles, while promoting active participation from all students. With this action, we are not only embracing innovative teaching methodologies, but also advancing equity and accessibility in education. Our goal is to prepare our students for success by equipping them with essential 21st-century skills and nurturing their capacity for critical thinking and collaboration.	\$676,196.00	No
1.3	Beginning/New Teacher Support and Assessment	OUESD will provide comprehensive support and assessment for newly hired teachers, recognizing the significance of guiding them through their initial professional years. It involves assigning experienced mentor teachers to offer guidance and feedback, organizing tailored professional development opportunities, implementing a structured formative assessment process, fostering collaboration and networking among teachers, and providing necessary resources and support systems. This	\$352,410.00	No

		includes teachers new to the profession, as well as teachers new to the district.		
1.4	Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide	Evaluating our curriculum is a strategic initiative within our educational framework to ensure that our teaching materials, methods, and content remain relevant, engaging, and aligned with educational standards and evolving learning needs. This process includes revising the focus guide, creating a Year-at-a-Glance roadmap, and creating a Standards Instructional Guide.	\$18,000.00	No
1.5	Standard-aligned Instructional Materials for Core Subjects	The district will ensure the availability and implementation of District adopted standard-aligned instructional materials and consumables. This includes core instructional materials for Mathematics, English Language Arts, Science, and Social Studies.	\$366,896.00	No
1.6	Maintain and Update Facilities	Conduct regular inspections, maintenance, and necessary repairs to address facility needs.	\$932,432.00	No
1.7	Instructional Materials for Elective Courses	Provide instructional materials and resources for courses elective courses, including PE, Music, Band, Art, Robotics, Leadership, Computer Science, Spanish, Yearbook, and other electives to cater to all students' diverse interests and needs.	\$132,290.00	No
1.8	Library Program and Services	Provide Library Media Technician at all school sites to manage student curriculum, Library resources, and Library activities and environment. Expand access to age-appropriate and culturally diverse printed and digital resources to be managed through a digital Library platform.	\$1,124,119.00	No
1.9	Recruitment and Retainment	Utilize digital platform for the hiring, onboarding, and evaluation of staff. Participate in recruitment events. Provide training for staff on hiring best practices. Continue efforts to participate in grant or initiatives that support recruitment and retention of staff.	\$43,055.00	No

1.10	School Site Leads Stipends	<p>Provide stipends to certificated staff serving as Leads in order to enhance instructional practices and improve student success. This will include, but is not limited to:</p> <ul style="list-style-type: none"> • Elementary ELA, Math, SPED, and GATE Leads. • Middle School Department Chairs and GATE Leads • Site Ed Tech Leads at all schools 	\$73,866.00	No
1.11	Nutrition Services Facility Modernization	Enhance our school's kitchen facilities and cafeteria infrastructure. This involves updating equipment, kitchen workspaces, and dining area. Expenditures for this action item will be funded through funds outside of General Fund.	\$0.00	No
1.12	More Inclusive Menu in the Cafeteria	Enhance menu offerings to increase participation in the District Breakfast/Lunch program, meet the needs of diverse dietary preferences, and promote healthy choices. Expenditures for this action item will be funded through funds outside of General Fund.	\$0.00	No
1.13	Digital Meal Application	The use of a digital meal application ensures equitable access for all users, providing a user-friendly system for easy and fast application process. This will make the process inclusive and efficient and will eliminate some barriers.	\$3,027.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #2 Inclusive Educational Partnerships	<p>Foster a welcoming environment for all families and community members and maintain a sense of belonging and shared responsibility for students' academic, physical, social, and emotional growth.</p> <p>Expectation: Involve and engage families and community members in meaningful partnerships that honor our diverse school community.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> • Offer programs, advisory councils, and opportunities to our educational partners to guide important decisions that affect our students' academic, physical, social, and emotional growth. • Systematize family engagement at the district and site levels to provide resources and tools for families to support students in the areas of academic, socio-emotional, and mental health support. • Provide high-quality translation services to ensure that all families can actively participate in their children's education. • Provide informative and responsive communication through tools such as school websites, marquees, newsletters, and other communication methods to ensure a strong connection between school, home, and community. • Provide opportunities to volunteer and ensure communication around the process of volunteer participation. 	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Oakley Union Elementary School District recognizes that education is a collaborative effort that extends beyond the walls of the classroom. By involving families and community members in meaningful partnerships and engagement, we prioritize equity and ensure that all students have access to the resources and support they need to succeed. When families are actively engaged in their children's education, students feel supported and valued, leading to improved academic outcomes and overall well-being. Furthermore, fostering partnerships with the community enhances our ability to address diverse needs and perspectives, creating a more inclusive and culturally responsive educational environment where every student can thrive. By utilizing the actions and metrics in goal 2 we will be able to provide all families with

opportunities to give input and we will increase representation in our key under represented groups. We will also provide resources and tools to our staff and families. The actions in this goal are focused on addressing our Students with Disability, Asian, SED, African American and Hispanic students that have red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Self-Reflection Tool Rate Progress of Implementation based on the highest percent of respondents. Priority 3A: Parent Involvement and Family Engagement Source: Local Data - Priority 3 Self-Reflection Tool	During SY 2023-2024 Based on the highest percent of responses, OUESD is at Initial Implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.			By year 3, OUESD will be in Full Implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	
2.2	Completion of California School Parent Survey Priority 3A: Parent Involvement and Family Engagement Source: Local Data - California School Parent Survey (CSPS) or Local Parent/Guardian Survey	During SY 2023-2024 California School Parent Survey: Total # of Respondents = 512 Parent Participation by Program: Special Education: 19% English Learners: 8% Foster Youth - 0%			By SY 2026-2027, the percent of participation will increase by 5% with a total of 538 participants Parent Participation by Program: Special Education: 24%	

		<p>Percent of Parents who agree or strongly agree to the following questions:</p> <p>The schools encourage parents to participate in educating students: 46% Agree and 38% Strongly Agree = 84%</p> <p>Keeps parents informed about school activities: 42% Agree and 42% Strongly Agree = 84%</p> <p>School actively seeks the input of parents before making important decisions: 34% Agree and 26% Strongly Agree = 60%</p>			<p>English Learners: 13%</p> <p>Foster Youth - 5%</p> <p>By SY 2026-2027 the percent of Percent of Parents who agree or strongly agree to the following questions will increase by 5%.</p> <p>The schools encourage parents to participate in educating students: 89% agree or strongly agree</p> <p>Keeps parents informed about school activities: 89% agree or strongly agree</p> <p>School actively seeks the input of parents before making important decisions: 65% agree or strongly agree</p>	
2.3	# of professional development sessions offered to staff focused on engaging families	During SY 2023-2024 During OUESD September and November professional development days,			By SY 2026-2027, OUESD will offer at least 10 PD sessions focusing	

	<p>Priority 3A: Parent Involvement and Family Engagement Source: Local Data - log of PD dates/topics</p>	<p>OUESD offered 4 sessions focusing on engaging families.</p>			<p>on family engagement.</p>	
2.4	<p>% of district sponsored events with parental participation, low-income, English Learner, and Foster youth students and provided with translation.</p> <p>Priority 3A: Parent Involvement and Family Engagement Source: Local Data - log of events with interpretation</p>	<p>During SY 2023-2024 100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC meetings.</p>			<p>By SY 2026-2027, we will maintain 100% of district sponsored events with parental participation low-income, English Learner and Foster youth students will be provided with translation.</p>	
2.5	<p># of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students</p> <p>Priority 3B: Parent Involvement and Family Engagement Source: Local Data - log of PD dates/topics</p>	<p>During SY 2023-2024 During OUESD's September and November professional development days, OUESD offered 4 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students</p>			<p>By SY 2026-2027, OUESD will offer at least 10 PD sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.</p>	
2.6	<p># of Parent Workshops provided across the district including parents of students with</p>	<p>During SY 2023-2024 School sites offered Parent Workshops</p>			<p>By SY 2026-2027 each school site will offer at least 2</p>	

	exceptional needs and English Learners Priority 3C: Parent Involvement and Family Engagement Source: Local Data - Parent Workshops Sign-in Sheets	varying from 0 to 3 per year across the district.			parent workshops per year	
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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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent and Community Liaisons	Ensure all sites have Parent and Community Liaisons to improve communication and collaboration between schools, families, and the community. Particularly to the families of our unduplicated students. They	\$224,000.00	Yes

		will facilitate two-way communication, support families with resources, and foster partnerships with community organizations. Their efforts aim to strengthen the home-school connection and create a more inclusive and supportive educational environment. Parent Community Liaisons may be required to participate in events outside of their work day for additional compensation. PCL's assist with newsletters and communication for all educational partners.		
2.2	District Bilingual Receptionist	The Bilingual Receptionist will enhance communication and support services for our Spanish speaking community within the school district. This role serves as a vital bridge between the school and families whose primary language may not be English, ensuring parents have access to information and resources and can engage in their student's education. The Bilingual Receptionist is proficient in both English and Spanish within the community, facilitating seamless communication for non-English speaking families.	\$79,130.00	Yes
2.3	Student and Family Engagement Specialist	The Student and Family Engagement Specialist serves as a bilingual liaison, building and maintaining relationships with students, families, and community partners to create support for all student subgroups, including low-income, English Learners, homeless, foster, special education, African American, and other at-risk student populations. They organize and implement initiatives, workshops, and events to empower parents to actively participate in their child's education, from understanding academic expectations to navigating school systems effectively. LCFF funds expended are used to support all unduplicated students and families.	\$132,000.00	Yes
2.4	Workshops and Virtual Training for Parents and Guardians	The district will provide workshops and virtual training for parents and guardians to help them help their children. Topics include academic support, social-emotional learning, effective communication, and how to use educational platforms. The workshops will focus on engaging our unduplicated students and families to ensure they have support and know how to advocate for their child. These sessions aim to empower parents to understand their child's needs and navigate various challenges effectively, fostering a collaborative partnership between home and school for student success.	\$31,000.00	Yes

		<p>Our CHHK data shows: Spring of 2024 CHKS Rate of students who reported:</p> <p>Feeling safe at school 5th Grade = 78% 6th Grade = 46% 7th Grade = 30% 8th Grade = 31%</p> <p>Feeling safe to and from school 5th Grade = 83%</p> <p>Connected to school 5th Grade = 75% 6th Grade = 49% 7th Grade = 37% 8th Grade = 36%</p>		
2.5	Parent Portal	The district will provide an online parent portal that allows them to view their child's grades and academic progress in real-time. This transparency enables parents to stay updated on their child's performance and identify any areas where additional support may be needed. In addition, parents will be able to complete annual registration and updates for their child electronically through an online platform. This eliminates the need for paper forms and allows parents to conveniently submit necessary information from their own homes at any time.	\$35,692.00	No
2.6	Two-way Communication Tool and District Website	Through the district website and mobile application, parents and the community will receive regular communication from both the district and school site regarding upcoming events, important announcements, and other relevant information. This ensures that parents and community members are kept informed about what is happening within the school community. It will also facilitate communication between parents and teachers. Parents can use this platform to communicate directly with their child's teachers, ask questions, share concerns, and stay involved in their child's educational journey.	\$36,490.00	No

2.7	Parent Advisory Groups	Creating different parent advisory groups is a strategic initiative to gather input from diverse perspectives from our English Learners, Foster Youth and Low Income student groups to effectively represent our student groups and demographics. These groups serve as platforms for parents to voice their opinions, share feedback, and contribute to decision-making processes within the district.	\$8,000.00	Yes
2.8	Translation	The district will provide translation services for parent meetings and other events to ensure all parents can participate fully, regardless of their primary language. Additionally, important documents will be translated, making essential information accessible to all families in our diverse community. This initiative aims to foster inclusivity and enhance communication between the school and parents.	\$16,616.00	No
2.9	Family Engagement Events	The district sponsored family engagement events including Literacy Night, STEAM Family Night, Math Family Night, Reclassification Ceremony, SBAC Achievement Awards Night	\$28,692.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 3: Safe School Climate	<p>Strengthen the overall well-being of all students by fostering an equitable, safe, and inclusive environment.</p> <p>Expectation: All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on students' physical fitness, mental health, and social and emotional wellness.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> • All students can access socio-emotional learning (SEL) strategies and curriculum. • Annual review, revision, and adoption of the district and schools' comprehensive school safety plan. • Provide appropriate safety training to all staff members. • Increase education, awareness, and understanding about mental health. • Ensure that students are attending school on a regular basis. 	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Oakley Union Elementary School District believes that strengthening the well-being of all students by fostering an equitable, safe, and inclusive environment is vital to ensure the holistic development and success of every student. 2022-2023 data shows that 25.1 % of our students are chronically absent and 5.4% of our student were suspended. By prioritizing equity and inclusivity, we will create a supportive environment where all students feel valued, respected, and safe to express themselves authentically. Emphasizing physical, social, mental, and emotional wellness not only enhances academic achievement but also prepares students with the essential life skills needed to navigate challenges and thrive in various aspects of their lives. By cultivating a positive school climate, we promote a sense of belonging and connectedness among students, which fosters resilience and positively impacts their overall well-being. This goal underscores our commitment to nurturing the whole student, empowering them to reach their full potential and become healthy, engaged members of their communities. The actions in this goal are focused on addressing our 2 or more races, SWD, SED, African American and English Learner students that have red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>% of students who are chronically absent and Attendance Rate</p> <p>Priority 5A and 5B: Student Engagement Source: For 5B California Dashboard For for 5A Local Data (ADA) Attendance Rate: Local data</p> <p>For 5B: Local Data (ADA)</p>	<p>School Year 2022-23: Rate of Chronic Absenteeism</p> <p>All Students: 25.1%</p> <p>Low Income = 32.5%</p> <p>English Learner = 25.1%</p> <p>Foster Youth = 33.3%</p> <p>Student with Disabilities = 35.1%</p> <p>African American = 30.0%</p> <p>Asian = 18.5%</p> <p>Filipino = 12.1%</p> <p>Hispanic = 26.1%</p> <p>2 or More = 34.3%</p> <p>White = 23.9%</p> <p>Current Attendance Rate = 95.3%</p>			<p>By 2026-2027 Chronic Absenteeism rate will be:</p> <p>All Students: below 15%</p> <p>Low Income = below 20%</p> <p>English Learner = below 15%</p> <p>Foster Youth = below 20%</p> <p>Student with Disabilities = below 20%</p> <p>African American = below 17%</p> <p>Asian = below 10%</p> <p>Filipino = below 10%</p> <p>Hispanic = below 15%</p> <p>2 or More = below 20%</p> <p>White = below 12%</p> <p>In 2026-2027 Attendance Rate will increase by 3%</p>	

3.2	<p>0% of middle school students who have dropped out of school</p> <p>Priority 5C: Student Engagement Source: CALPADS Fall 1 Report 8.1c; CALPADS EOY Report 1.10 Completers and Dropouts, Student List</p>	<p>School Year 2022-23: 0% of middle school students drop out of school</p>			By 2027 maintain no drop out	
3.3	<p>% of students suspended once or more</p> <p>Priority 6A: School Climate Source: DataQuest Expulsion and Suspension Expulsion</p>	<p>2022-2023 Suspension Rate</p> <p>All Students: 5.4% Low Income = 7.3% English Learner = 4.7% Foster Youth = 9.1% Student with Disabilities = 7.8% African American = 13.6% Asian = 3.4% Filipino = 1.9% Hispanic = 4.7% 2 or More = 4.0% White = 4.6%</p>			<p>By 2026-2027 Suspension rate will be:</p> <p>All Students: 3.4% Low Income = 4.3% English Learner = 3.7% Foster Youth = 5.1% Student with Disabilities = 4.8% African American = 8.6% Asian = below 2.4% Filipino = below 1.0% Hispanic = below 4.7% 2 or More = below 3.0% White = below 3.6%</p>	
3.4	<p>Number of students expelled</p>	<p>During school year 2022-23, only 1 student was expelled.</p>			By 2026-2027 no student will be	

	<p>Priority 6B: School Climate</p> <p>Source: DataQuest</p> <p>Expulsion and Suspension Expulsion</p>				expelled from any OUESD schools	
3.5	<p>% of students who report feeling safe and connected at school</p> <p>Priority 6C: School Climate</p> <p>Source: California Healthy Kids Survey Data</p>	<p>Spring of 2024 CHKS</p> <p>Rate of students who reported:</p> <p>Feeling safe at school</p> <p>5th Grade = 78%</p> <p>6th Grade = 46%</p> <p>7th Grade = 30%</p> <p>8th Grade = 31%</p> <p>Feeling safe to and from school</p> <p>5th Grade = 83%</p> <p>Connected to school</p> <p>5th Grade = 75%</p> <p>6th Grade = 49%</p> <p>7th Grade = 37%</p> <p>8th Grade = 36%</p>			<p>Spring of 2027 CHKS</p> <p>Rate of students who reported:</p> <p>Feeling safe at school</p> <p>5th Grade = 88%</p> <p>6th Grade = 66%</p> <p>7th Grade = 50%</p> <p>8th Grade = 51%</p> <p>Feeling safe to and from school</p> <p>5th Grade = 93%</p> <p>Connected to school</p> <p>5th Grade = 85%</p> <p>6th Grade = 69%</p> <p>7th Grade = 57%</p> <p>8th Grade = 56%</p>	
3.6	<p>% of parents/guardians who report feeling confident that their child is safe and connected at school</p> <p>Priority 6C: School Climate</p>	<p>Spring of 2024 California School Parent Survey</p> <p>14% of OUESD parents/families completed the CSPA</p> <p>School is a safe place for my child:</p>			<p>Spring of 2027 California School Parent Survey</p> <p>40% of OUESD parents/families completed the CSPA</p>	

	Source: California Healthy Kids Survey Data	<p>41% Agree and 34% Strongly Agree = 75%</p> <p>Adults care about my child: 44% agree and 37% Strongly Agree = 81%</p> <p>Adults at this school have high expectations for all students: 44% Agree and 30% Strongly Agree = 74%</p> <p>Parents feel welcome to participate at school: 43% Agree and 34% Strongly Agree = 77%</p>			<p>School is a safe place for my child: 46% Agree and 40% Strongly Agree = 86%</p> <p>Adults care about my child: 49% agree and 42% Strongly Agree = 91%</p> <p>Adults at this school have high expectations for all students: 49% Agree and 35% Strongly Agree = 84%</p> <p>Parents feel welcome to participate at school: 48% Agree and 39% Strongly Agree = 87%</p>	
3.7	<p>California School Staff Survey Report what percent of staff completed the survey. How many percent agree or strongly agree to specific survey questions</p> <p>Priority 6C: School Climate</p>	<p>Spring of 2024 California School Staff Survey</p> <p>78.6% of OUESD staff completed the CSSS</p> <p>School is a safe place for staff: 50% Agree and 34% Strongly Agree = 84%</p>			<p>California School Staff Survey By Spring of 2027, we expect that:</p> <p>90% of OUESD staff will complete the CSSS</p> <p>School is a safe place for staff:</p>	

	<p>Source: California Healthy Kids Survey Data</p>	<p>School is a safe place for students: 50% Agree and 35% Strongly Agree = 85%</p> <p>Adults really care about every student: 47% Agree and 46% Strongly Agree = 93%</p> <p>Adults want every student to do their best 45% Agree and 53% Strongly Agree = 98%</p> <p>School is welcoming to and facilitates parents' involvement 58% Agree and 34% Strongly Agree = 92%</p> <p>School helps students resolve conflicts with one another 62% Agree and 30% Strongly agree = 92%</p> <p>School encourages students to feel responsible for how they act 56% Agree and 31% Strongly Agree = 87%</p>			<p>50% Agree and 45% Strongly Agree = 95%</p> <p>School is a safe place for students: 50% Agree and 45% Strongly Agree = 95%</p> <p>Adults really care about every student 50% Agree and 48% Strongly Agree = 98%</p> <p>Adults want every student to do their best 40% Agree and 60% Strongly Agree = 100%</p> <p>School is welcoming to and facilitates parents' involvement 60% Agree and 38% Strongly Agree = 98%</p> <p>School helps students resolve conflicts with one another 62% Agree and 36% Strongly Agree = 98%</p>	
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					School encourages students to feel responsible for how they act 55% Agree and 40% Strongly Agree = 95%	
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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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District-wide Security Infrastructure Updates	The district will explore a security infrastructure update plan, which includes installing surveillance cameras at all sites, access-controlled hardware, and mobile device-accessible safety monitoring. Additionally, vape detectors will be placed in restrooms at the two middle schools.	\$0.00	No

		Surveillance cameras will provide comprehensive coverage, access-controlled hardware will regulate entry, and mobile device monitoring will allow real-time oversight of campus activities. Our restricted facilities funds will fund this outside of the general fund.		
3.2	Campus Supervisors and Crossing Guards	The campus supervisor is responsible for maintaining safety and order on school grounds. They ensure a secure environment by patrolling the campus, enforcing school rules, and addressing any issues that arise during school hours. The crossing guard ensures the safety of students and pedestrians at crosswalks near the school. They manage traffic flow, assist students in crossing streets safely, and promote safe pedestrian behaviors during school arrival and dismissal times.	\$172,797.00	No
3.3	Counselors and Mental Health Professionals	The district is assigning one counselor to each elementary school and two counselors to each middle school to provide mental health support and counseling. This initiative aims to streamline mental health services and enhance student socio-emotional support.	\$1,892,915.00	Yes
3.4	MTSS Social Worker	The MTSS (Multi-Tiered System of Support) Social Worker strives to lower suspension rates and disciplinary referrals by offering counseling and implementing alternative disciplinary measures such as mediation and restorative practices. They assist teachers and administrators in developing behavior intervention plans and ensuring consistent discipline policies and lead our African American Parent Advisory group and collaborate with our Director of Special Education on the supports necessary for our students with disabilities. Additionally, they work on aligning mental health support with socio-emotional learning. This action is focused on addressing students in our red indicators for suspension and attendance.	\$181,176.00	No
3.5	Coordinator of Special Projects	The Coordinator of Special Projects focuses on coordination of student attendance initiatives across the District and supports for our low socio-economic population in addition to our foster and homeless youth. This action is focused on addressing students in our red indicators for suspension and attendance.	\$200,800.00	Yes

3.6	School Resource Officer	The district is exploring the idea of having a School Resource Officer (SRO) to support both middle schools. This involves researching and discussing the benefits and challenges with the community. The district is working with OPD to define SRO roles and gather input from parents, students, and teachers.	\$71,308.00	No
3.7	Series of Safe School Climate Professional Development	The district plans to provide professional development focusing on a safe school climate, covering Social-Emotional Learning (SEL), de-escalation, Positive Behavioral Interventions and Supports (PBIS), and workplace violence prevention. Staff will learn skills to promote a supportive environment, manage conflicts, encourage positive behavior, promote restorative practices, and prevent workplace violence, ensuring a secure and inclusive learning environment for all.	\$10,000.00	No
3.8	District Plans and Supplies to Maintain Positive School Climate	The district is committed to developing comprehensive safety plans that encompass workplace violence prevention and injury/illness prevention to ensure a safe school environment. This effort involves collaborating to purchase the necessary supplies and resources to ensure the safety of our students and staff.	\$225,000.00	No
3.9	Cybersecurity and Digital Citizenship	The district adopted an online program to support staff and student to be responsible digital citizens. The district also adopted a system to monitor the usage of district devices, social media posting and cyber bullying. In addition, the district also have access to security tools and resources to make sure that staff and students data are protected.	\$63,958.00	No
3.10	MTSS Digital Platform	The district will explore the possibility of purchasing an MTSS platform to manage student data, enabling administrators and teachers to develop effective support systems. This MTSS platform will serve as a data warehouse, allowing the district to access information for planning interventions and assessing the impact of employee decision-making.	\$0.00	No

3.11	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	<p>The district will explore the possibility of piloting or adopting additional socio-emotional programs and resources to better serve our student's unique needs. The program will help reduce behavioral issues, promote prosocial behaviors, and improve school climate. The initiative focuses on proactive behavioral strategies, social-emotional skills, and integrated academic support to enhance student well-being, academic performance, and the overall school community. In addition we are analyzing our SEL programs to ensure they are meeting the needs of our UPP students by providing a continuum of SEL services at various tiers.</p> <p>Our Spring of 2024 CHKS data shows:</p> <p>Feeling safe at school 5th Grade = 78% 6th Grade = 46% 7th Grade = 30% 8th Grade = 31%</p> <p>Feeling safe to and from school 5th Grade = 83%</p> <p>Connected to school 5th Grade = 75% 6th Grade = 49% 7th Grade = 37% 8th Grade = 36%</p>	\$17,114.00	Yes
3.12	California Healthy Kids Survey	<p>OUESD administer the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey for school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five through eight. It enables the district to collect and analyze data regarding health risks and behaviors, school connectedness, school climate, protective factors, and school violence.</p>	\$2,500.00	No
3.13	Office Clerk	<p>The Office Clerks at our two middle schools are spearheading efforts to boost attendance rates, focusing on unduplicated. Collaborating closely with site administrators and staff, they analyze attendance data, identify trends, and brainstorm innovative strategies to motivate students to attend</p>	\$128,946.00	Yes

		regularly. This action is focused on addressing students in our red indicators for suspension and attendance.		
3.14	Student Field Trips and Educational Activities	Field trips and student activities are outings outside the classroom, where students explore museums, parks, and cultural sites. Led by educators, these experiences offer hands-on learning, fostering curiosity and social development through interactive exhibits and group activities. They enhance education by providing real-world contexts and memorable learning opportunities for students.	\$59,750.00	No
3.15	Co- Administrators	These co-administrators will share responsibilities with principals to ensure that every student receives adequate support and oversight. Their presence will enhance the overall school environment by providing additional leadership, fostering stronger relationships between staff and students, and addressing the specific needs of unduplicated students, such as English learners, foster youth, and economically disadvantaged children.	\$1,977,816.00	Yes
3.16	Site-based Supplemental Support	The district allocated LCFF Supplemental funds for each school site based on the unduplicated student formula to support the site's School Plan for Students Achievement goals and actions to improve student achievement and reduce suspensions and chronic absenteeism. Site administrators will work with their School Site Council (SSC), English Learners Advisory Council (ELAC), and School Leadership to develop the plan and expenditures.	\$467,937.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 4: Excellence in Teaching and Learning	<p>All students will engage in high-quality learning experiences.</p> <p>Expectation: All OUESD students will have equitable learning experiences across all content areas.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none">• Provide professional development to enhance the delivery of high-quality instructional practices.• Implement various assessments, including universal screeners, diagnostic tests, and interim assessments.• Offer learning opportunities for students through intervention and enrichment.• Address specific academic, social-emotional, and physical needs of African American, English Learners, special needs, and socio-economically disadvantaged students.• Implement a Multiple-Tiered System of Support (MTSS).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Oakley Union Elementary School District acknowledges that ensuring equitable opportunities for all students to receive high-quality instruction, intervention, and enrichment programs is fundamental in addressing disparities and fostering academic success. The 22-23 Smarter Balance Data shows that 22.3% of our students are proficient in math and 36.7% are proficient in ELA. Recognizing the diverse needs and backgrounds of our student population, we are committed to providing tailored support that closes achievement gaps and ensures every student can thrive academically. By prioritizing equity, we aim to remove barriers that hinder access to educational opportunities and resources, ensuring that all students have equitable access to the tools and support they need to succeed. High-quality instruction, targeted interventions, and enrichment programs not only address academic deficiencies but also nurture students' strengths and interests, empowering them to reach their full potential. Oakley is in technical assistance and there are several actions that address the reason for the need of technical assistance. This comprehensive approach utilized educational partner feedback, to not only closes achievement gaps but also promotes a more inclusive and equitable learning environment where every student has the opportunity to excel academically and</p>
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beyond. The actions in this goal are focused on addressing our 2 or more races, SWD, SED, African American and English Learner students that have red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>SBAC Math Academic Indicator for Math - % of students who met or exceeded standards</p> <p>Priority 4A: Student Achievement Source: CAASPP Website https://caaspp-elpac.ets.org/caaspp/Default</p>	<p>Based on SY 2022 - 2023 SBAC Data</p> <p>All Students = 22.3%</p> <p>SwD = 6.9%</p> <p>SED = 13.9%</p> <p>EL = 6.8%</p> <p>LTEL = 1.4%</p> <p>Foster Youth = 16.7%</p> <p>AmlnAlNat = 15.0%</p> <p>AfrAm = 12.4%</p> <p>Asian = 38.2%</p> <p>Fil = 47.2%</p> <p>His/Latx = 15.2%</p> <p>NatHa/PI = 6.3%</p> <p>White = 30.4%</p> <p>2 or More = 21.6%</p> <p>White = 30.4%</p>			<p>Improve overall math proficiency by year 3</p> <p>All Students: At least +5%</p> <p>SwD: At least +10%</p> <p>SED: At least +8%</p> <p>EL: At least +10%</p> <p>LTEL: At least +15%</p> <p>Foster Youth: At least +10%</p> <p>AmlnAlNat: At least +10%</p> <p>AfrAm: At least +10%</p> <p>Fil = maintain</p> <p>Asian: At least +5%</p> <p>His/Latx: At least +8%</p> <p>NatHa/PI: At least +10%</p> <p>White: At least +5%</p> <p>2 or More: At least +5%</p>	

4.2	<p>SBAC ELA Academic Indicator for English Language Arts - % of students who met or exceeded standards</p> <p>Priority 4A: Student Achievement Source: CAASPP Website https://caaspp-elpac.ets.org/caaspp/Default</p>	<p>Based on SY 2022 - 2023 SBAC Data All Students = 36.7% SwD = 10.0% SED = 25.7% EL = 4.8% LTEL = 2.9% Foster Youth = 25.0% AmInAI/Nat = 30.0% AfrAm = 26.6% Asian = 48.7% Fil = 67.1% His/Latx = 30.4% NatHa/PI = 21.9% 2 or More = 34.4% White = 42.9%</p>			<p>Improve overall ELA proficiency by year 3 All Students: At least +5% SwD: At least +10% SED: At least +8% EL: At least +10% LTEL: At least +15% Foster Youth: At least +10% AmInAI/Nat: At least +10% AfrAm: At least +10% Fil = maintain Asian: At least +5% His/Latx: At least +8% NatHa/PI: At least +10% White: At least +5% 2 or More: At least +5%</p>	
4.3	<p>CAST Scores % of students who met or exceeded standards</p> <p>Priority 4A: Student Achievement Source: CAASPP Website https://caaspp-elpac.ets.org/caaspp/Default</p>	<p>Based on SY 2022 - 2023 SBAC Data All Students = 21.1 % SwD = 6.8 % SED = 14.9 % EL = 0.8 % LTEL = 0 % AfrAm = 19.1 % Asian = 42.1 % Fil = 48.0 % His/Latx = 14.0%</p>			<p>Improve overall CAST proficiency by year 3 Improve overall CAST proficiency All Students: At least +5% SwD: At least +10% SED: At least +8% EL: At least +10%</p>	

		2 or More = 31.0% White = 22.6%			LTEL: At least +15% AfrAm: At least +5% Asian: At least +5% Fil: At least +5% His/Latx: At least +8% 2 or More: At least +5% White: At least +5%	
4.4	Distance from Lowest Possible Score for Standard Met for Mathematics Priority 4A: Student Achievement Source: California School Dashboard https://www.caschooldashboard.org/reports/07617620000000/2023	SY 2022 - 2023 Distance from Standard for Mathematics All Students = 75.2 points below SwD = 142.4 points below SED = 100.5 points below EL = 107.9 points below Foster Youth = 135.5 points below AmlnAlNat = 93.4 points below AfrAm = 108 points below Asian = 32.7 points below Fil = 11.3 points below His/Latx = 92.8 points below NatHa/PI = 85.3 points below 2 or More = 74.1 points below			Improve overall Math proficiency by year 3 Distance from Standard for Mathematics All Students = 55.2 points below SwD = 102.4 points below SED = 70.5 points below EL = 87.9 points below Foster Youth = 65.5 points below AmlnAlNat = 63.4 points below AfrAm = 78 points below Asian = 28.7 points below Fil = 8.3 points below His/Latx = 62.8 points below	

		White = 55.1 points below			NatHa/PI = 60.3 points below 2 or More = 60.1 points below White = 55.1 points below	
4.5	<p>Distance from Lowest Possible Score for Standard Met for English Language Arts</p> <p>Priority 4A: Student Achievement Source: California School Dashboard https://www.caschooldashboard.org/reports/07617620000000/2023</p>	<p>SY 2022 - 2023 Distance from Standard for ELA All Students = 35.5 points below SwD = 115 points below SED = 62.6 points below EL = 69.6 points below Foster Youth = 92.8 points below AmlnAlNat = 67.8 points below AfrAm = 64.6 points below Asian = 2 points below Fil = 35.7 points above His/Latx = 49.7 points below NatHa/PI = 41.5 points below 2 or More = 37.3 points below White = 21.9 points below</p>			<p>Improve overall ELA proficiency by year 3 Distance from Standard for ELA All Students = 25.5 points below SwD = 75 points below SED = 42.6 points below EL = 54.6 points below Foster Youth = 52.8 points below AmlnAlNat = 37.8 points below AfrAm = 34.6 points below Asian = 2 points below Fil = 25.7 points above His/Latx = 34.7 points below NatHa/PI = 31.5 points below 2 or More = 27.3 points below White = 11.9 points below</p>	

4.6	<p>% of English Learner students making progress toward English language proficiency on the ELPAC</p> <p>Priority 4E: Student Achievement Source: https://caaspp-elpac.ets.org/elpac/</p>	17.48 % of OUESD English Learners scored at Level 4 in the Spring 2023 ELPAC			<p>Improve overall EL proficiency by year 3 25% of OUESD English Learners will score at Level 4 in ELPAC</p>	
4.7	<p>% of English Learner students making progress toward English language proficiency on the ELPAC</p> <p>Priority 4E: Student Achievement Source: CA Dashboard</p>	54% of OUESD English Learners are making progress towards proficiency in English language in the Spring 2023 ELPAC			<p>Improve overall ELPAC proficiency by year 3 60% of OUESD English Learners will make progress towards proficiency in English language</p>	
4.8	<p>% of English Learner students reclassified as Fluent English Proficient</p> <p>Priority 4F: Student Achievement Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates</p>	During the School Year 2022-23, 5.6 % of OUESD English Learner students reclassified as Fluent English Proficient			<p>Improve overall EL proficiency by year 3 8% of OUESD English Learner students will reclassified as Fluent English Proficient</p>	
4.9	% of schools offer courses in Physical Education, English, Social Science, World Language, Science, Math, Applied Arts, as applicable	During the 23-24 school year 100% of OUESD schools offer courses described in Physical Education, English, Social Science, World Language, Science,			<p>Improve overall course access by year 3 Maintain 100%</p>	

	<p>Priority 7A: Course Access</p> <p>Source: Local Data - analysis of school bell schedules/ master schedules</p>	Math, Applied Arts, as applicable				
4.10	<p>% of low-income, English Learner, or Foster Youth students who participate in before and after-school programs</p> <p>Priority 7B: Course Access</p> <p>Source: Local Data - after-school program attendance data</p>	In 2023-2024, 22% of low-income, English Learner, or Foster Youth students will participate in before and after-school programs			<p>Improve overall participation in before and afterschool programs by year 3 , 35% of low-income, English Learner, or Foster Youth students who participate in before and after-school programs</p>	
4.11	<p>Triennial Assessment Completion Rate</p> <p>Priority 7C: Course Access</p> <p>Source: Local Data</p>	In 2023-2024, 89% of Triennial Completed on time			<p>Improve overall completion rate by year 3 By SY 2026-2027</p> <p>OUESD 100% Triennial Completion on time</p>	
4.12	<p>Number of professional development focused on intervention strategies for Students with Disabilities</p> <p>Priority 7C: Course Access</p> <p>Source: Local Data - PD Attendance Logs</p>	During OUESD September and November 2023 professional development days, OUESD offered 4 sessions focusing on intervention strategies for students with Disabilities.			OUESD will offer at 10 professional development sessions focusing on intervention strategies for students with Disabilities.	

4.13	Star Early Literacy Source: Local Assessment Data	<p>2023-2024 Star Early Literacy Proficiency Rate</p> <p>BOY (Fall) All Students = 36% African American = 32.5% Native American = 38.6% Asian = 43.3% Latinx = 29.6% White = 43.4%</p> <p>MOY (Winter) All Students = 44.6% African American = 38.0% Native American = 43.4% Asian = 55.8% Latinx = 39.4% White = 51.1%</p> <p>EOY (Spring) All Students = 43.4% African American = 36.0% Native American = 49.1% Asian = 52.1% Latinx = 35.5% White = 52.1%</p>			Improve overall ELA proficiency by year 3 , Star Early Literacy Proficiency Rate will increase by 10% for all students and student groups.	
4.14	Star Reading Source: Local Assessment Data	<p>2023-2024 Star Reading Proficiency Rate (State Benchmark)</p> <p>BOY (Fall)</p>			Improve overall ELA proficiency by year 3, Star Reading Proficiency Rate	

		<p>All Students = 42.4%</p> <p>African American = 31.8%</p> <p>Native American = 44.7%</p> <p>Asian = 57.6%</p> <p>Latinx = 36.0%</p> <p>White = 50.4%</p> <p>English Learners = 27.3%</p> <p>MOY (Winter)</p> <p>All Students = 44.2%</p> <p>African American = 34.7%</p> <p>Native American = 42.7%</p> <p>Asian = 56.9%</p> <p>Latinx = 37.5%</p> <p>White = 53.5%</p> <p>English Learners = 25.9%</p> <p>EOY (Spring)</p> <p>All Students = 43.5%</p> <p>African American = 35.1%</p> <p>Native American = 41.9%</p> <p>Asian = 53.9%</p> <p>Latinx = 37.0%</p> <p>White = 53.1%</p> <p>English Learners = 30.8%</p>			will increase by 10% for all students and student groups.	
4.15	<p>Star Mathematics</p> <p>Source: Local Assessment Data</p>	2023-2024 Star Mathematics Proficiency Rate (State Benchmark)			Improve overall Math proficiency by year 3 Star Math Proficiency Rate will increase	

		<p>BOY (Fall) All Students = 31.2% African American = 20.2% Native American = 31.9% Asian = 50.8% Latinx = 24.9% White = 36.7% English Learners = 10.1%</p> <p>MOY (Winter) All Students = 31.0% African American = 21.4% Native American = 31.6% Asian = 48.1% Latinx = 25.3% White = 36.0% English Learners = 9.6%</p> <p>EOY (Spring) All Students = 24.8 % African American = 15.2% Native American = 25.3 % Asian = 43.1% Latinx = 18.7% White = 30.2% English Learners = 7.6%</p>			by 10% for all students and student groups.	
4.16	Student Enrollment in Elective Courses	2023-2024 Enrollment in the following elective courses: Music -362			Increased the number of students enrolled	

	Priority 8: Other Student Outcomes Source:	Arts - 587 Drama - 219 Band - 62 Robotics - 0 Spanish - 31 Technology - 616			in these courses by 10%	
4.17	% English Learners who are Long Term English Learners Priority 4F: Student Achievement Source: DataQuest	S.Y. 2023 - 2024 Long Term EL= 7.4%			Improve overall EL proficiency by year 3 Long Term EL= Decrease by 3%	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Learning Platforms for Students with Individualize Educational Plans (IEPs)	This action focuses on acquiring and maintaining specialized platforms and resources tailored to meet the unique learning requirements of students with Individualized Education Plans (IEPs). Understanding the importance of providing inclusive and equitable learning opportunities for all students, particularly those with diverse learning needs, this initiative aims to invest in platforms that offer personalized instructional support, accessibility features, and accommodations aligned with students' IEP goals and objectives. By purchasing these platforms, we aim to empower educators to differentiate instruction, provide targeted interventions, and facilitate meaningful learning experiences that promote students' academic, social, and emotional growth with IEPs.	\$83,828.00	No
4.2	Expanded Learning Intervention/Tutorials	The district will provide before and after-school intervention/tutorials to bridge learning gaps and support students academically. This initiative reinforces classroom instruction through personalized assistance from qualified teachers and tutors, incorporating interactive sessions and targeted review activities. This will include four to five weeks of additional academic support and enrichment activities during the summer break to bridge learning gaps and prepare students for the upcoming school year.	\$3,381,228.00	No
4.3	Instructional Paraprofessional Support	The district will provide push-in support through instructional paraeducators for early intervention supports (i.e. Early Literacy Support) focusing on supporting English Learners, Foster Youth, and Low Income Students.	\$1,025,237.00	Yes
4.4	Online Learning Platform That Allow Students to Practice at Their Own Level	The district will adopt an online learning platform that will allow students to practice Math and English Language Arts at their level. This platform continuously adapts to each student's skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level. In addition, this platform will allow teachers to assign math practice, ELA practice, social studies, or science articles to students. Students should focus on assignments from their teacher before moving on to other activities	\$98,813.00	No

4.5	Additional Long Term English Learners Support	The district will pilot a program to support English Learners at both middle schools who have been in the program for more than 5 years. This program will provide specialized instructional support and resources to facilitate our long-term EL's linguistic and academic development.	\$19,986.00	Yes
4.6	English Learner New Comer Program	This action is designed to establish EL classes at the middle school to support students who are newly arrived in the district and are in the process of acquiring English language proficiency. Recognizing the unique needs and challenges English learners face, particularly newcomers, this program provides specialized instructional support and resources to facilitate their linguistic and academic development. The EL Newcomer Program aims to accelerate language acquisition, promote academic success, and facilitate smooth integration into the school community through tailored curriculum, intensive language instruction, cultural orientation, and socio-emotional support.	\$111,228.00	No
4.7	English Learners Program Monitoring Platform	The district will implement the use of a platform to centralize the English Learner program management. It will provide administrators and classroom teachers with targeted data and analytics to support English Learners and digital workflow tools for our EL program, including monitoring, intervention, and reporting on the academic and language success of our English Learners to identify additional supports needed in order for students to show proficiency. It will also streamline our reclassification and parent letter process to be more user-friendly and inclusive to our EL teams and families. In addition, this program will provide strategies designed to support English Learners at the elementary level. This action focuses on our EL students in red indicators.	\$20,908.00	No
4.8	Bilingual Instructional Paraprofessional Support	Bilingual Paraeducators will help promote more inclusive and enriched learning environments. These paraeducators serve as supplemental and enhanced classroom resources, offering language development assistance and facilitating communication between students, teachers, and parents from diverse backgrounds. By bridging communication gaps, they ensure equitable access to educational opportunities and promote academic success among English Language Learners (ELLs). They assist in	\$222,710.00	Yes

		supporting students who are not meeting proficiency standards as identified by the Dashboard.		
4.9	SPED Instructional Paraprofessional Support	Special Education Paraeducators will help promote more inclusive and enriched learning environments. These paraeducators serve as essential classroom resources and provides support to students with disabilities.	\$4,471,237.00	No
4.10	Coordinator of Intervention and English Learner Program	The Coordinator of Intervention and English Learner Program serves as a pivotal figure in ensuring equitable access to education and support for students with diverse learning needs. This role encompasses overseeing the implementation of intervention strategies for students facing academic challenges while also facilitating programs tailored to English Language Learners (ELLs), as they work toward meeting proficiency standards as defined by the Dashboard. By coordinating resources, professional development specifically for our LTEL students and our EL students and collaboration among teachers and support staff, the Coordinator aims to enhance academic outcomes and promote the linguistic and academic proficiency of ELL students. Additionally, the Coordinator fosters a culturally responsive and inclusive learning environment, ultimately contributing to the overall success and well-being of all students within the educational community.	\$188,521.00	Yes
4.11	MTSS Teacher on Special Assignment	This action will focus on establishing of Teacher on Special Assignment (TOSA) positions within our school district to bolster instructional support and promote ongoing professional development opportunities for educators. Recognizing the critical role of TOSAs in providing targeted support, guidance, and expertise to teachers in various instructional areas, this initiative aims to create dedicated positions focused on areas such as curriculum development, technology integration, instructional coaching, and data analysis. By deploying TOSAs strategically across the district, we seek to leverage their specialized knowledge and skills to enhance teaching practices, improve student learning outcomes, and foster a culture of continuous improvement.	\$558,195.00	Yes

4.12	Extended Day Learning Coordinator	The Extended Day Learning Coordinator will lead the development and implementation of the plan for expanded learning opportunities to enhance student engagement and academic achievement beyond the school day. The Coordinator will work collaboratively with school staff, community organizations, and stakeholders to develop and implement high-quality, research-based programs that focus on students' needs and interests, particularly those of unduplicated students.	\$183,516.00	No
4.13	Clerk for Student Services	By hiring a dedicated clerk to provide essential administrative support to the expanded learning programs, the clerk will assist in organizing program logistics, maintaining records, coordinating communication with stakeholders, and assisting students and families in accessing expanded learning program services.	\$83,722.00	No
4.14	Enhancing Academic Support Through Online Learning Platforms	The acquisition of licenses and platforms enables access to a wide range of educational content, interactive tools, and assessment resources that supplement classroom instruction and empower students to engage with curriculum materials in flexible and innovative ways. Additionally, these online programs facilitate differentiated instruction, allowing educators to customize learning pathways based on individual student needs, interests, and learning styles. Moreover, data analytics features within these platforms provide valuable insights into student progress, enabling educators to track performance, identify areas for improvement, and make data-informed instructional decisions.	\$264,295.00	No
4.15	Ongoing Professional Development	The district will provide professional development opportunities for all staff throughout the year in order to deliver, implement, and align instruction, support, and services for students. These opportunities will cover various topics such as classroom management, teaching strategies, differentiated instruction, socio-emotional learning, technology integration, crisis prevention, school safety, de-escalation, mental health, restorative practices, etc.	\$297,369.00	No
4.16	Universal Screener, Diagnostic, and	Our district employs Universal Screener, Diagnostic Testing, and Placement Testing to assess and support student learning. The Universal	\$145,368.00	No

	Placement Assessments	<p>Screeners, administered to all students, identifies their performance levels and learning needs. For those flagged by the screener, Diagnostic Testing offers a detailed analysis of strengths and areas for improvement, enabling targeted interventions. The district use placement testing to identify students that qualify for Advanced Math courses and GATE.</p>		
4.17	Itinerant Teachers	<p>Itinerant teachers will work at seven elementary schools to provide students access to Physical Education, Arts, and Music. During these classes, classroom teachers will have their prep time.</p>	\$734,629.00	No

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
\$4,914,297	\$0

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
9.226%	0.000%	\$0.00	9.226%

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
2.1	Action: Parent and Community Liaisons Need: As a result of educational partner feedback, this goal was identified to be a need at all school sites across the district. We need to increase parent engagement, particularly among our English Learners, Foster Youth,	Having Parent Liaisons in schools significantly benefits families, particularly those of unduplicated students (those who are English learners, low-income, foster youth) by improving communication, connecting families to essential resources, and empowering parents with knowledge and tools. By building trust and understanding, Parent Liaisons will create a sense of belonging and confidence among parents, and	2.2

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
	<p>and students from low-income families. Only 8% of English Learner Parents and 0% of Foster Youth Parents completed the California School Parent Survey (CSPS).</p> <p>Scope: LEA-wide</p>	enable them to engage more actively in their children's education.	
2.3	<p>Action: Student and Family Engagement Specialist</p> <p>Need: The low participation of parents in our district events and participation in the California School Parent Survey (CSPS) show the need for a Student and Family Engagement Specialist. We need to increase parent engagement, particularly among our English Learners, Foster Youth, and students from low-income families. Only 8% of English Learner parents and 0% of Foster Youth Parents completed the California School Parent Survey (CSPS).</p> <p>Scope: LEA-wide</p>	The student and Family Engagement Specialist will support the Parent Community Liaison (PCL) and reach out to the parents of our unduplicated students. Although the School and Family Engagement Specialist may serve all families, the greatest need is among our unduplicated students.	2.2, 2.4, and 2.6
2.4	<p>Action: Workshops and Virtual Training for Parents and Guardians</p> <p>Need: Based on our feedback from our parent and district advisory committees and ongoing parent workshops, the families of our low-income students and English learners have fewer resources and tools to support their</p>	The district aims to increase the number of parent workshops at each school that will equip parents with skills and resources to support their students in their school work. The workshops will focus on engaging our unduplicated students and families to ensure they have support and know how to advocate for their child.	2.4 and 2.6

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
	<p>students. They face the challenge of supporting their students' schoolwork. In addition, the CHKS data shows a gap of 39% in school connectness from 5th grade to 8th. We host weekly mental health support workshops for parents of multilingual learners in their home language.</p> <p>Scope: LEA-wide</p>		
2.7	<p>Action: Parent Advisory Groups</p> <p>Need: The advisory group's needs center around providing targeted support and resources to improve the performance of English Learners, Foster Youth, and students from low-income families. These students often face unique challenges that require specialized attention, including language barriers, lack of access to resources, and socio-economic barriers. Only 8% of English Learner parents and 0% of Foster Youth Parents completed the California School Parent Survey (CSPS). In addition to DELAC, we host weekly mental health support workshops for parents of multilingual learners in their home language.</p> <p>Scope: LEA-wide</p>	Having these Parents' Advisory Groups will give parents more opportunities to provide input in different decisions to help students achieve. This action primarily targets increasing parents' participation amongst families of English Learners, Foster Youth, and students from low-income families.	2.2 Completion Rate of California School Parent Survey
3.3	<p>Action: Counselors and Mental Health Professionals</p> <p>Need:</p>	Implementing counselors district-wide to specifically address the needs of English learners and low-income students is a proactive measure aimed at fostering equitable access to support	3.5, 3.6, and 3.7

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
	<p>Feedback from students and parents, particularly from English learners and low-income students, highlighted the critical need for counselors to improve school connectedness. In addition, the CHKS data shows a gap of 39% in school connectness from 5th grade to 8th. Students expressed the need for better social-emotional support, consistent disciplinary actions, and a safer, more inclusive environment. Using a tiered system of support that targets our EL, foster and low income students, our counselors and mental health supports are trained and designed as site foster youth liaisons working directly with our MTSS social worker and homeless and foster youth coordinator. They also requested academic and career guidance, as well as stronger relationships with teachers and peers. Parents echoed these concerns, emphasizing the importance of effective behavior management and mental health resources.</p> <p>Scope: LEA-wide</p>	<p>services. Counselors can offer tailored language and academic assistance for English learners, culturally competent interventions, and connections to resources like financial aid for low-income students. They play a crucial role in providing trauma-informed care, facilitating parent and family engagement, and guiding college and career readiness efforts. By recognizing and addressing the unique challenges faced by these students, counselors contribute to a more inclusive educational environment across the district, promoting holistic development and equitable opportunities for all students.</p>	
3.5	<p>Action: Coordinator of Special Projects</p> <p>Need: Foster youth have the highest rate of chronic absenteeism at 33.3%, highlighting their particular vulnerability. Low-income students also face a high rate of 32.5%, well above the overall rate of 25.1%. English learners have a chronic absenteeism rate that matches the overall average of 25.1%. These figures</p>	<p>The Coordinator for Special Projects coordinates campaigns targeted at reducing chronic absenteeism for chronic absent unduplicated students.</p> <p>The Coordinator can respond to the needs of low-income students, foster youth and English learners by implementing targeted initiatives and programs designed to support their academic and socio-emotional development. For low-income students, the coordinator can collaborate with community organizations and educational services to provide</p>	3.1

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
	<p>underscore the need for targeted efforts to improve attendance and support the educational engagement of these student groups.</p> <p>Scope: LEA-wide</p>	access to resources such as food assistance, clothing drives, and financial aid workshops.	
3.11	<p>Action: Explore Other Socio-Emotional (SEL) Learning Resources and Programs</p> <p>Need: Based on feedback from weekly mental health workshops held with parents of multilingual students, this was an identified need in addition to various advisory groups, and CHKS data, the current SEL program may not fully meet its intended objectives. Therefore, the district is exploring alternative resources that could better address the unique needs of our students, particularly English Learners, foster youth, and low-income students.</p> <p>Scope: LEA-wide</p>	The new Social-Emotional Learning (SEL) program will provide crucial support for unduplicated students, including those who are low-income, English learners, or foster youth, by addressing their unique socio-emotional needs and promoting their overall well-being. The program will offer targeted interventions and resources tailored to the specific challenges faced by unduplicated students, such as trauma, academic stress, and social isolation. Through Social-Emotional Learning (SEL) curriculum, students will learn essential skills like self-awareness, self-management, social awareness, relationship building, and responsible decision-making, which are particularly beneficial for unduplicated students who may face additional barriers to success. Moreover, the program will incorporate culturally responsive practices to ensure that it is inclusive and relevant to the diverse backgrounds and experiences of unduplicated students. By fostering a supportive and inclusive school climate through Social-Emotional Learning (SEL) initiatives, the program will empower unduplicated students to thrive academically, socially, and emotionally, ultimately narrowing the opportunity gap and promoting equitable outcomes for all students.	3.5, 3.6 & 3.7
3.13	<p>Action: Office Clerk</p>	Having an attendance clerk can significantly support the needs of unduplicated students by	3.1

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
	<p>Need: This action aims to decrease chronic absenteeism to single digits for unduplicated Low Income = 32.5%, English Learner = 25.1% , Foster Youth = 33.3%</p> <p>Scope: Schoolwide</p>	<p>ensuring that they have access to consistent and uninterrupted education, which is crucial for their academic success and overall well-being. The attendance clerk can monitor attendance patterns and identify unduplicated students who may be at risk of chronic absenteeism or truancy due to various factors such as transportation issues, housing instability, or family responsibilities. By proactively reaching out to families and offering support, the attendance clerk can help address barriers to attendance and connect unduplicated students with resources such as transportation assistance, community services, or academic support programs. Additionally, the attendance clerk can collaborate with school staff, counselors, and community partners to develop targeted interventions and attendance improvement plans for unduplicated students, ensuring that they receive the necessary support to overcome attendance challenges and stay engaged in school.</p>	
3.15	<p>Action: Co- Administrators</p> <p>Need: Unduplicated % by School Site: Almond Grove -29% Delta Vista - 42% Gehringer - 48% Iron House - 42% Laurel - 37% Oakley - 52% O'hara Park - 43% Summer Lake - 45% Vintage Parkway - 44%</p> <p>Research shows that more administrative support can have a great impact on providing</p>	<p>Having a co-administrator dedicated to supporting unduplicated students can greatly enhance the educational experience and outcomes for these students. Co-administrators can provide targeted support and advocacy to ensure that the needs of unduplicated students, such as those who are low-income, English learners, or foster youth, are effectively addressed within the school community. They can collaborate with teachers, counselors, and other staff members to develop and implement programs and initiatives that specifically target the challenges faced by unduplicated students, such as academic support services, socio-emotional programs, and family engagement activities.</p>	3.5, 3.6, and 3.7

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
	<p>services to unduplicated students, especially in the following areas:</p> <p>Restorative justice and bullying prevention programs</p> <p>Academic counseling and college preparedness resources</p> <p>Mental health services</p> <p>Intervention programs, mentors, and tutors</p> <p>Arts education, field trips, sports, and camps</p> <p>Connecting families to community resources</p> <p>Also based on feedback from weekly mental health workshops held with parents of multilingual students, this was an identified need in addition to various advisory groups, and CHKS data, they identified a need above and beyond a need identified in the CHKS survey. The district will place co-administrators at each school site to address the demand for increased adult supervision and connection for students, particularly unduplicated students.</p> <p>Connected to school</p> <p>5th Grade = 75%</p> <p>6th Grade = 49%</p> <p>7th Grade = 37%</p> <p>8th Grade = 36%</p> <p>Adults care about my child:</p> <p>44% agree and 37% Strongly Agree = 81%</p> <p>Adults at this school have high expectations for all students:</p>		

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
	<p>44% Agree and 30% Strongly Agree = 74%</p> <p>Adults really care about every student: 47% Agree and 46% Strongly Agree = 93%</p> <p>Scope: LEA-wide</p>		
3.16	<p>Action: Site-based Supplemental Support</p> <p>Need: Unduplicated % by School Site: Almond Grove -29% Delta Vista - 42% Gehringer - 48% Iron House - 42% Laurel - 37% Oakley - 52% O'hara Park - 43% Summer Lake - 45% Vintage Parkway - 44%</p> <p>Research shows that more administrative support can have a great impact on providing services to unduplicated students, especially in the following areas:</p> <p>Restorative justice and bullying prevention programs</p> <p>Academic counseling and college preparedness resources</p>	<p>The site-based supplements came from the LCFF Supplemental district wide funds and were allocated to all schools in order for each site support unduplicated students to help reduce suspension rates and chronic absenteeism. Sites are required to identify these expenditures in their SPSA and are to ensure that funds support unduplicated students.</p>	3.1, 3.3, 3.4, and 3.5

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
	<p>Mental health services</p> <p>Intervention programs, mentors, and tutors</p> <p>Arts education, field trips, sports, and camps</p> <p>Scope: LEA-wide</p>		
4.3	<p>Action: Instructional Paraprofessional Support</p> <p>Need: The district identified that English Learners, Foster Youth, and low-income students need academic support. Having paraeducators in these classes helps students get extra academic support. Based on the SY 2022-2023</p> <p>Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate All students 22.3% Socio-Economically Disadvantaged (SED) = 13.9% English Learner (EL)= 6.8% Foster Youth = 16.7% Spring Standardized Testing and Reporting (STAR) Math for English Learner (EL) = 7.6%</p> <p>Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate All students 36.7%</p>	<p>The presence of paraeducators in our classes helps students with their academic needs. They support students, particularly the unduplicated students who showed the greatest needs based on district and state assessment data. Students receive individualized support as needed by having additional adult supervision in the classroom.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7</p>

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
	<p>Socio-Economically Disadvantaged (SED)= 25.7% English Learner (EL) = 4.8% Foster Youth = 25.0% Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8%</p> <p>Computer Aided Software Testing (CAST) Socio-Economically Disadvantaged (SED) = 14.9% English Learner (EL) = 0.8%</p> <p>Scope: LEA-wide</p>		
4.10	<p>Action: Coordinator of Intervention and English Learner Program</p> <p>Need: The growing number of English Learners (ELs) and students falling behind in reading skills necessitate the addition of a Coordinator of Intervention and English Learner Program. By combining intervention strategies for both ELs and students struggling with reading, the coordinator ensures comprehensive support tailored not just for unduplicated students but for all students who need extra support. Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate All students 22.3% Socio-Economically Disadvantaged (SED) = 13.9% English Learner (EL) = 6.8%</p>	<p>Having a coordinator who oversees the implementation of interventions district-wide targeting our EL's, FY, LI, ensures that the resources are centralized, ensuring equitable access to support services for all students. The coordinator will work with school staff to develop an intervention plan for unduplicated students. The coordinator, in collaboration with Literacy Instructional Paraprofessionals, teachers, and site administrators, will develop the intervention calendar cycle and provide intervention resources based on students' needs. Assessment data shows that those who receive intervention are mostly our unduplicated students.</p>	4.1, 4.2, 4.3, 4.4

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
	<p>Foster Youth = 16.7% Spring Standardized Testing and Reporting (STAR) Math for English Learner (EL) = 7.6%</p> <p>Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate All Students 36.7% Socio-Economically Disadvantaged (SED) = 25.7% English Learner (EL) = 4.8% Foster Youth = 25.0% Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8%</p> <p>Scope: LEA-wide</p>		
4.11	<p>Action: MTSS Teacher on Special Assignment</p> <p>Need: Based on our data, we have identified learning gaps of unduplicated students compared with the general student population. Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate All students 22.3% Socio-Economically Disadvantaged (SED) = 13.9% English Learner (EL) = 6.8% Foster Youth = 16.7% Spring Standardized Testing and Reporting (STAR) Math for EL = 7.6%</p>	<p>Using district and state assessment data, the MTSS TOSAs and the Coordinator of Intervention will work with teachers, LSTs, and site administrators to develop intervention cycles. The MTSS TOSAs will also prepare intervention lessons that will be used during individual or small group intervention. Lessons will include strategies that support unduplicated students, who show huge gaps compared to the overall performance score.</p>	4.1, 4.2, 4.3, 4.4

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
	<p>Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate All Students 36.7% Socio-Economically Disadvantaged (SED) = 25.7% English Learner (EL) = 4.8% Foster Youth = 25.0% Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8%</p> <p>Computer Aided Software Testing (CAST) Socio-Economically Disadvantaged (SED) = 14.9% English Learner (EL) = 0.8%</p> <p>Scope: LEA-wide</p>		

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
2.2	<p>Action: District Bilingual Receptionist</p> <p>Need: The Bilingual Receptionist position is imperative to address the diverse linguistic needs within our school community. Based on</p>	The Bilingual Receptionist will be the point of contact, offering personalized assistance and guidance to families. The Bilingual Receptionist will help parents become more comfortable reaching out to the district, who may otherwise struggle to navigate administrative processes or	2.2, 2.4, and 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>feedback from parents, many of them face language barriers that limit their ability to reach out to schools and participate in school events. We need to increase parent engagement, particularly among our English Learners. Only 8% of English Learner Parents completed the CSPA.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	effectively communicate their needs because of language barriers.	
4.5	<p>Action: Additional Long Term English Learners Support</p> <p>Need: The district recognizes the challenges of our long-term EL, particularly in reading and writing. It has been difficult for them to meet the passing score in the state assessments so that they can be reclassified. The longer they stay in the program, the more challenging they are to pass the state assessments. 7.4% of OUESD English Learners are considered Long Term. OUESD long-term English Learners' academic performance is very low: LTEL have a proficiency rate of 1.9% in Math and 2.9% in ELA</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action will provide additional support and resources outside of the CORE materials for long-term ELs to become proficient in English and math. The supplemental materials are i-Ready, and various components to support this which is above and beyond our core program for LTEL's. The program will provide the right amount of scaffolded support to help English Learners build on their knowledge to achieve independence. It will offer multiple opportunities for English Learners to acquire and use language that moves toward complexity.	4.1, 4.2 and 4.17
4.8	<p>Action: Bilingual Instructional Paraprofessional Support</p> <p>Need:</p>	The bilingual paraeducators will provide support to English Learners. The presence of Bilingual paraeducators in the classroom will help English Learners, particularly those who are new to the country. The presence of another adults who can	4.7 and 4.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English learners in every classroom continuously increases. Having additional adults to assist our teachers in the classroom will provide more time for teachers to listen and attend to the needs to their students. 5.6% of EL are being reclassified.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>translate word that they are not familiar with, can improve their academic performance as well as their confidence. Bilingual paraeducators will continuously encourage English Learners to practice using the English Language regularly in order for them to become more familiar with the language and increase their confidence in using the English language as their medium of communication.</p>	

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.

Not Applicable

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	53,265,875	4,914,297	9.226%	0.000%	9.226%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$8,775,667.00	\$12,636,466.00	\$209,000.00	\$999,903.00	\$22,621,036.00	\$17,630,298.00	\$4,990,738.00

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
This table was automatically populated from this LCAP.															
1	1.1	Enhancing and Modernizing Educational Technology Devices for Staff and Students	All	No				Ongoing	\$0.00	\$944,318.00	\$0.00	\$944,318.00	\$0.00	\$0.00	\$944,318.00
1	1.2	Interactive Panels	All	No				Ongoing	\$0.00	\$676,196.00	\$0.00	\$676,196.00	\$0.00	\$0.00	\$676,196.00
1	1.3	Beginning/New Teacher Support and Assessment	All	No				Ongoing	\$292,410.00	\$60,000.00	\$30,000.00	\$0.00	\$209,000.00	\$113,410.00	\$352,410.00
1	1.4	Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide	All	No				Yearly	\$0.00	\$18,000.00	\$0.00	\$18,000.00	\$0.00	\$0.00	\$18,000.00
1	1.5	Standard-aligned Instructional Materials for Core Subjects	All	No				Yearly	\$0.00	\$366,896.00	\$138,896.00	\$228,000.00	\$0.00	\$0.00	\$366,896.00
1	1.6	Maintain and Update Facilities	All	No				On Going	\$222,125.00	\$710,307.00	\$932,432.00	\$0.00	\$0.00	\$0.00	\$932,432.00
1	1.7	Instructional Materials for Elective Courses	All	No				Yearly	\$0.00	\$132,290.00	\$30,400.00	\$101,890.00	\$0.00	\$0.00	\$132,290.00
1	1.8	Library Program and Services	All	No				Ongoing	\$991,309.00	\$132,810.00	\$1,018,045.00	\$76,335.00	\$0.00	\$29,739.00	\$1,124,119.00
1	1.9	Recruitment and Retainment	All	No				On going	\$7,752.00	\$35,303.00	\$43,055.00	\$0.00	\$0.00	\$0.00	\$43,055.00
1	1.10	School Site Leads Stipends	All	No				Yearly	\$73,866.00	\$0.00	\$62,742.00	\$0.00	\$0.00	\$11,124.00	\$73,866.00
1	1.11	Nutrition Services Facility Modernization	All	No				On going	\$0.00	\$0.00	\$0.00	\$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
1	1.12	More Inclusive Menu in the Cafeteria	All		No				On going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.13	Digital Meal Application	All		No				On going	\$0.00	\$3,027.00	\$3,027.00	\$0.00	\$0.00	\$0.00	\$3,027.00
2	2.1	Parent and Community Liaisons	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	\$215,000.00	\$9,000.00	\$224,000.00	\$0.00	\$0.00	\$0.00	\$224,000.00
2	2.2	District Bilingual Receptionist	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly	\$79,130.00	\$0.00	\$79,130.00	\$0.00	\$0.00	\$0.00	\$79,130.00
2	2.3	Student and Family Engagement Specialist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	\$130,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$130,000.00	\$132,000.00
2	2.4	Workshops and Virtual Training for Parents and Guardians	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$0.00	\$31,000.00	\$1,000.00	\$0.00	\$0.00	\$30,000.00	\$31,000.00
2	2.5	Parent Portal	All		No				Yearly	\$0.00	\$35,692.00	\$0.00	\$35,692.00	\$0.00	\$0.00	\$35,692.00
2	2.6	Two-way Communication Tool and District Website	All		No				Yearly	\$0.00	\$36,490.00	\$36,490.00	\$0.00	\$0.00	\$0.00	\$36,490.00
2	2.7	Parent Advisory Groups	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$0.00	\$8,000.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00
2	2.8	Translation	All		No				On going	\$16,616.00	\$0.00	\$2,769.00	\$13,847.00	\$0.00	\$0.00	\$16,616.00
2	2.9	Family Engagement Events	All		No				On going	\$0.00	\$28,692.00	\$7,708.00	\$0.00	\$0.00	\$20,984.00	\$28,692.00
3	3.1	District-wide Security Infrastructure Updates	All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	Campus Supervisors and Crossing Guards	All		No				Yearly	\$172,797.00	\$0.00	\$172,797.00	\$0.00	\$0.00	\$0.00	\$172,797.00
3	3.3	Counselors and Mental Health Professionals	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Yearly	\$1,892,915.00	\$0.00	\$895,092.00	\$997,823.00	\$0.00	\$0.00	\$1,892,915.00

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
							Low Income									
3	3.4	MTSS Social Worker	All		No				Yearly	\$181,176.00	\$0.00	\$0.00	\$0.00	\$0.00	\$181,176.00	\$181,176.00
3	3.5	Coordinator of Special Projects	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	\$191,800.00	\$9,000.00	\$198,800.00	\$0.00	\$0.00	\$2,000.00	\$200,800.00
3	3.6	School Resource Officer	All		No			Specific Schools:	Yearly	\$71,308.00	\$0.00	\$71,308.00	\$0.00	\$0.00	\$0.00	\$71,308.00
3	3.7	Series of Safe School Climate Professional Development	All		No				On going	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	3.8	District Plans and Supplies to Maintain Positive School Climate	All		No				On going	\$225,000.00	\$0.00	\$0.00	\$225,000.00	\$0.00	\$0.00	\$225,000.00
3	3.9	Cybersecurity and Digital Citizenship	All		No				On going	\$0.00	\$63,958.00	\$0.00	\$63,958.00	\$0.00	\$0.00	\$63,958.00
3	3.10	MTSS Digital Platform	All		No				On going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.11	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	\$0.00	\$17,114.00	\$13,689.00	\$3,425.00	\$0.00	\$0.00	\$17,114.00
3	3.12	California Healthy Kids Survey	All		No				Yearly	\$0.00	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00
3	3.13	Office Clerk	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta Vista Middle School and O'Hara Park Middle School All Grades	Yearly	\$128,946.00	\$0.00	\$128,946.00	\$0.00	\$0.00	\$0.00	\$128,946.00
3	3.14	Student Field Trips and Educational Activities	All		No				On going	\$0.00	\$59,750.00	\$0.00	\$59,750.00	\$0.00	\$0.00	\$59,750.00
3	3.15	Co- Administrators	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	\$1,977,816.00	\$0.00	\$1,497,774.00	\$480,042.00	\$0.00	\$0.00	\$1,977,816.00

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
3	3.16	Site-based Supplemental Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$145,296.00	\$322,641.00	\$467,937.00	\$0.00	\$0.00	\$0.00	\$467,937.00
4	4.1	Learning Platforms for Students with Individualize Educational Plans (IEPs)	Students Disabilities	with	No				On going	\$0.00	\$83,828.00	\$79,771.00	\$4,057.00	\$0.00	\$0.00	\$83,828.00
4	4.2	Expanded Learning Intervention/Tutorials	All		No				On going	\$3,012,055.00	\$369,173.00	\$0.00	\$3,381,228.00	\$0.00	\$0.00	\$3,381,228.00
4	4.3	Instructional Paraprofessional Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	\$1,025,237.00	\$0.00	\$477,002.00	\$139,094.00	\$0.00	\$409,141.00	\$1,025,237.00
4	4.4	Online Learning Platform That Allow Students to Practice at Their Own Level	All		No				On going	\$0.00	\$98,813.00	\$0.00	\$98,813.00	\$0.00	\$0.00	\$98,813.00
4	4.5	Additional Long Term English Learners Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly	\$13,986.00	\$6,000.00	\$13,986.00	\$6,000.00	\$0.00	\$0.00	\$19,986.00
4	4.6	English Learner New Comer Program	EL Students with	Students Disabilities	No				Yearly	\$111,228.00	\$0.00	\$111,228.00	\$0.00	\$0.00	\$0.00	\$111,228.00
4	4.7	English Learners Program Monitoring Platform	English Learners	English Learners	No		English Learners	All Schools	On going	\$0.00	\$20,908.00	\$0.00	\$0.00	\$0.00	\$20,908.00	\$20,908.00
4	4.8	Bilingual Instructional Paraprofessional Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly	\$222,710.00	\$0.00	\$222,710.00	\$0.00	\$0.00	\$0.00	\$222,710.00
4	4.9	SPED Instructional Paraprofessional Support	Students Disabilities	with	No				Yearly	\$4,471,237.00	\$0.00	\$0.00	\$4,471,237.00	\$0.00	\$0.00	\$4,471,237.00
4	4.10	Coordinator of Intervention and English Learner Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	\$188,521.00	\$0.00	\$173,326.00	\$0.00	\$0.00	\$15,195.00	\$188,521.00
4	4.11	MTSS Teacher on Special Assignment	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Yearly	\$558,195.00	\$0.00	\$558,195.00	\$0.00	\$0.00	\$0.00	\$558,195.00

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
			Low Income			Low Income									
4	4.12	Extended Day Learning Coordinator	All	No				Yearly	\$183,516.00	\$0.00	\$0.00	\$183,516.00	\$0.00	\$0.00	\$183,516.00
4	4.13	Clerk for Student Services	All	No				Yearly	\$83,722.00	\$0.00	\$0.00	\$83,722.00	\$0.00	\$0.00	\$83,722.00
4	4.14	Enhancing Academic Support Through Online Learning Platforms	All	No				On going	\$0.00	\$264,295.00	\$257,938.00	\$131.00	\$0.00	\$6,226.00	\$264,295.00
4	4.15	Ongoing Professional Development	All	No				On going	\$0.00	\$297,369.00	\$54,761.00	\$212,608.00	\$0.00	\$30,000.00	\$297,369.00
4	4.16	Universal Screener, Diagnostic, and Placement Assessments	All	No				On going	\$0.00	\$145,368.00	\$90,144.00	\$55,224.00	\$0.00	\$0.00	\$145,368.00
4	4.17	Itinerant Teachers	All	No				Yearly	\$734,629.00	\$0.00	\$660,569.00	\$74,060.00	\$0.00	\$0.00	\$734,629.00

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
53,265,875	4,914,297	9.226%	0.000%	9.226%	\$4,961,587.00	0.000%	9.315 %	Total:	\$4,961,587.00
								LEA-wide Total:	\$4,516,815.00
								Limited Total:	\$315,826.00
								Schoolwide Total:	\$128,946.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
2	2.1	Parent and Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$224,000.00	0
2	2.2	District Bilingual Receptionist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$79,130.00	0
2	2.3	Student and Family Engagement Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	0
2	2.4	Workshops and Virtual Training for Parents and Guardians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	0
2	2.7	Parent Advisory Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	0
3	3.3	Counselors and Mental Health Professionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$895,092.00	0

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	3.5	Coordinator of Special Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,800.00	0
3	3.6	School Resource Officer				Specific Schools:	\$71,308.00	
3	3.11	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,689.00	0
3	3.13	Office Clerk	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta Vista Middle School and O'Hara Park Middle School All Grades	\$128,946.00	0
3	3.15	Co- Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,497,774.00	0
3	3.16	Site-based Supplemental Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,937.00	0
4	4.3	Instructional Paraprofessional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$477,002.00	0
4	4.5	Additional Long Term English Learners Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,986.00	0
4	4.7	English Learners Program Monitoring Platform			English Learners	All Schools	\$0.00	
4	4.8	Bilingual Instructional Paraprofessional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$222,710.00	0
4	4.10	Coordinator of Intervention and English Learner Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,326.00	0
4	4.11	MTSS Teacher on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$558,195.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$16,373,830.00	\$17,520,082.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	CCSS aligned instructional materials in all subjects; maintain and adopt state-approved curriculum	Yes	\$294,651.00	\$448,349
1	1.2	The district is offering courses beyond ELA, Math, Science, Social Studies and PE for all students which is made available through the master scheduling process. Our District will continue to offer "0" Period, co-teaching and push in support among several options.	No	\$860,034.00	\$1,140,521
1	1.3	MTSS Sub Release Time	No	\$0.00	\$0.00
1	1.4	English Learners will be appropriately placed according to their ELPAC levels and receive high quality, explicit ELD instruction aligned to CCSS and ELD standards. Training in ELD standards, EL Toolkit, and GLAD strategies will be provided.	Yes	\$208,441.00	\$158,462
1	1.5	Teacher Stipends	Yes	\$43,128.00	\$51,600
1	1.6	CORE Fundamentals Science of Reading Training	Yes	\$612,907.00	\$743,596

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	1.7	Beginning teachers will participate in the Far East County Induction Program and be matched with a mentor.(qualifying teachers) training/Professional Development.	No	\$114,707.00	\$80,000
1	1.8	Districtwide administration of Grade 3 NNAT Online Administration (includes Implementation/Scoring/Reporting) to identify GATE students	No	\$0.00	\$0.00
1	1.9	Enrichment programs for students who are identified as GATE and/or high performing.	No	\$0.00	\$0.00
1	1.10	MTSS TRAINING FOR SITE MTSS COHORTS	No	\$181,074.00	\$201,691
1	1.11	Early Release days for Collaborative Learning Time (CLT)- MTSS/PLC	No	\$0.00	\$0.00
1	1.12	EL New Comer Support Programs	Yes	\$225,592.00	\$159,453
1	1.13	Library Program/Services	No	\$629,791.00	\$742,025
2	2.1	MTSS Site Rtl/intervention TOSA	No	\$0.00	\$0.00
2	2.2	Paraeducators Support at every site to support students with Math and ELA	Yes	\$660,220.00	\$538,028
2	2.3	All students will have access to online computer adaptive programs	Yes	\$217,111.00	\$185,218
2	2.4	Tutoring Services for unduplicated students based on academic need	No	\$146,128.00	\$102,340
2	2.5	Read 180 Tier 2 Intervention Curriculum Program for Middle school	No	\$0.00	\$20,795

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Math 180 Tier 2 Intervention Curriculum Program for Middle school	No	\$12,048.00	\$20,795
2	2.7	Before and after school intervention programs at each school site	No	\$0.00	\$226,426
2	2.8	STAR MATH & STAR READING ONLINE ASSESSMENTS	No	\$52,073.00	\$52,594
2	2.9	Attendance monitoring for Chronic Absenteeism	No	\$0.00	\$1,952,417
2	2.10	Language Live Reading Tier 2 Intervention for Middle School	Yes	\$1,752,577.00	\$6,538
2	2.11	Additional classes and program resources will be provided to ensure that students with behavioral challenges are receiving appropriate support and instruction.	Yes	\$1,078,825.00	\$699,325
2	2.12	The Student Services Department will facilitate collaboration between our District, foster youth, case managers, foster parents, group homes, schools, student services, educational partners, community organizations, and governmental agencies.	No	\$0.00	\$0.00
2	2.13	Homeless and Foster Youth will be supported by a team to include site administrators, teachers, school counselors and others to monitor student achievement and provide interventions and work with identified families of Homeless and Foster Youth to offer parent/community engagement opportunities to increase students' academic and social-emotional achievement.	Yes	\$1,500,197.00	\$1,642,872
2	2.14	The Student Services Team, Ed Services team, Coordinator of Intervention & EL Programs with	Yes	\$285,084.00	\$176,802

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)
		site administrators, Ed Service Team and MTSS Site TOSA to support staff with monitor academic progress, data analysis and training to support students supports using research based materials/resources for elementary and middle schools.			
2	2.15	Our District will provide targeted professional development for certificated and classified staff on inclusive practices for special education students.	No	\$0.00	\$0.00
2	2.16	Coaching/PD in how to fully implement RTI Model will be provided to administrators, teachers, and support staff. This training will include how staff can support the needs of students with academic and behavioral challenges.	No	\$60,000.00	\$43,933
2	2.17	Sonday Systems Program for Tier 2 ELA/Reading Support for Elementary LCM	No	\$1,013,674.00	\$1,935,842
2	2.18	Michael Heggerty Intervention and Supplemental Reading Materials TK-2	No	\$9,940.00	\$11,752
2	2.19	Delta Math Tier 2 Intervention Program Materials	Yes	\$5,000.00	\$0.00
2	2.20	Summer Boost Academy	No	\$167,165.00	\$300,000
3	3.1	All sites will have access to 1:1 devices for classrooms for students to use as a integrated tool for learning.	No	\$1,443,067.00	\$913,550
3	3.2	Online programs licenses & platforms		\$197,063.00	\$174,604
3	3.3	Student achievement, state reporting and attendance monitoring will be supported by	No	\$0.00	149,616

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)
		technology and training to ensure that multiple data sources are used to determine the effectiveness of the school's programs in meeting the needs of students.			
3	3.4	Site Technology Lead teachers Stipends	No	\$168,837.00	\$6,000
3	3.5	Expand targeted student enrichment and innovation opportunities for low income students with STEAM, coding and robotics to prepare for college and career readiness.	No	\$0.00	\$15,530
3	3.6	Cyber safety and digital citizenship training and curriculum for staff, students and parents.	No	\$0.00	\$0.00
4	4.1	District-wide MTSS implementation of Tier 1 Social-emotional Curriculum & Support Strategies	No	\$14,995.00	\$21,907
4	4.2	Site and district mental health professionals to support students and families	Yes	\$2,070,737.00	\$2,481,719
4	4.3	Site Wellness Center to support Bridge Program students at IH & DV and to offer parent support/family counseling	No	\$0.00	\$2,916
4	4.4	Parent Community Liaisons at all school sites	Yes	\$181,410.00	\$113,850
4	4.5	Professional Development on SEL, Equity/Trauma-Informed Education	No	\$0.00	\$0.00
4	4.6	Safety Plans will be updated and reviewed annually. All staff will receive mandated training each year (i.e. child abuse reporting, internet safety, blood born pathogens, anti bullying, sexual harassment).	No	\$751,668.00	\$647,836

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	4.7	School sites will be inspected annually to monitor safety of all students and staff.	No	\$786,063.00	\$655,526
4	4.8	Parents will have online access to annual registration/updates, district and site communication for events and information, access to Parent Portal for viewing grades and communicating with teachers. Sites will provide timely two-way communication in a format and language understandable to parents/families and community members about student achievement, academic and behavioral expectations, accountability requirements, and how parents can support their students' academic success.	No	\$168,467.00	\$207,472
4	4.9	After school social emotional learning supports and enrichment programs	No	\$0.00	\$0.00
4	4.10	Training on equity, diversity, inclusion and cultural competence	No	\$85,790.00	\$110,000
4	4.11	Reduce Chronic absenteeism	No	\$10,000.00	\$0.00
4	4.12	Bilingual para professionals	Yes	\$227,076.00	\$223,903
4	4.13	CA Healthy Kids Survey	No	\$0.00	\$1,150
4	4.14	Policies and practices will be implemented to enhance transitions between grade spans, including meetings and screenings of incoming kindergarten families, incoming sixth grade families, and transitional meetings for new families of Homeless students,	No	\$0.00	\$0.00

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)
		Foster students, EL students and SPED students.			
4	4.15	District and school sites will actively recruit parents and families to participate in site and district level decision making advisory groups (i.e. participation in SSC, PAC, ELAC, DELAC, PTA)	No	\$0.00	\$0.00
4	4.16	Parent training and workshops (i.e. parent academies, SEL, FACT, ELPAC, CAASPP, Second Cup of Coffee) will be offered to support family engagement with the District and school sites. District and sites will fully implement parent involvement policies and programs that meet all federal and state requirements and district goals.	No	\$23,431.00	\$6,981
4	4.17	Our District and sites will use a system-wide approach toward reducing disproportionality in school discipline and suspensions by transforming school cultures and increasing restorative practices.	No	\$10,000.00	\$0.00
4	4.18	Our District Office staff along with site administrators will closely monitor dashboard data (Powerschool) related to suspensions, office referrals; disaggregate data by school, race/ethnicity, foster status, English fluency, special education status, etc. to address gaps and monitor progress.	No	\$104,859.00	\$146,148

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)
\$4,504,442	\$5,022,706.00	\$7,436,125.00	(\$2,413,419.00)	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	CCSS aligned instructional materials in all subjects; maintain and adopt state-approved curriculum	Yes	\$158,651.00	\$381,980	0	0
1	1.4	English Learners will be appropriately placed according to their ELPAC levels and receive high quality, explicit ELD instruction aligned to CCSS and ELD standards. Training in ELD standards, EL Toolkit, and GLAD strategies will be provided.	Yes	\$139,466.00	\$160,127	0	0
1	1.5	Teacher Stipends	Yes	\$43,128.00	\$8,400	0	0
1	1.6	CORE Fundamentals Science of Reading Training	Yes	\$438,583.00	\$835,453	0	0
1	1.12	EL New Comer Support Programs	Yes	\$201,022.00	\$138,117	0	0
2	2.2	Paraeducators Support at every site to support students with Math and ELA	Yes	\$364,856.00	\$538,028	0	0
2	2.3	All students will have access to online computer adaptive programs	Yes	\$217,111.00	\$185,218	0	0

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)
2	2.10	Language Live Reading Tier 2 Intervention for Middle School	Yes	\$1,219,052.00	\$7,884	0	0
2	2.11	Additional classes and program resources will be provided to ensure that students with behavioral challenges are receiving appropriate support and instruction.	Yes	\$175,148.00	\$699,325	0	0
2	2.13	Homeless and Foster Youth will be supported by a team to include site administrators, teachers, school counselors and others to monitor student achievement and provide interventions and work with identified families of Homeless and Foster Youth to offer parent/community engagement opportunities to increase students' academic and social-emotional achievement.	Yes	\$810,106.00	\$1,642,872	0	0
2	2.14	The Student Services Team, Ed Services team, Coordinator of Intervention & EL Programs with site administrators, Ed Service Team and MTSS Site TOSA to support staff with monitor academic progress, data analysis and training to support students supports using research based materials/resources for elementary and middle schools.	Yes	\$275,422.00	\$182,933	0	0
2	2.19	Delta Math Tier 2 Intervention Program Materials	Yes	\$5,000.00	\$0	0	0
4	4.2	Site and district mental health professionals to support students and families	Yes	\$590,796.00	\$2,315,769	0	0

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)
4	4.4	Parent Community Liaisons at all school sites	Yes	\$181,410.00	\$116,116	0	0
4	4.12	Bilingual para professionals	Yes	\$202,955.00	\$223,903	0	0

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)
\$51,109,527	\$4,504,442	0	8.813%	\$7,436,125.00	0.000%	14.549%	\$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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