



Oroville City Elementary School District

Moving forward together...impacting the future one student at a time.

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
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Goals and Actions

Goal

Goal #	Description
1	(1) The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Credentialed Teachers	100% Credentialed; 2020 - 21	98.4% Credentialed; 2021 - 22	93% Credentialed; 22-23	87% Credentialed 23-24 as of December 21st	Maintain the 100% Credential Staff
Priority 1: FIT	100% of our facilities are in good or exemplary condition.2020-2021	100% of our facilities are in good or exemplary condition.2021-2022	100% of our facilities are in good or exemplary condition in 2022-2023	100% of our facilities are in good or exemplary condition in 2023-2024	Maintain the 100% of our facilities are in good or exemplary condition.
Priority 1: Sufficient Instructional Materials	100% of our classrooms have sufficient instructional materials.2020- 2021	100% of our classrooms have sufficient instructional materials.2021- 2022	100% of our classrooms have sufficient instructional materials in 22-23.	100% of our classrooms have sufficient instructional materials in 23-24.	Maintain 100% or our classrooms have sufficient instructional materials.

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.

1.1 Staffing: The District will hire and retain a highly qualified staff through a competitive salary schedule, comparable to districts identified in the collective bargaining agreements. This expenditure is part of our general fund and is not being recorded in our Supplemental and Concentration fund.

Results: 87% Credentialed 23-24 as of May 10th, 2024.

The year began with a very small pool of "Highly Qualified" teachers and a large pool with Intern and Emergency Credentials. We posted positions all year and had little to no luck in hiring teachers with full credentials as the year went on. In April of 2024, we attended the Chico State Job Fair and were able to secure 20+ interviewees for our Hiring for the 2024-2025 School Year. We also Successfully Negotiated an "Early Tell" in which teachers who are retiring notified us earlier than usual so we were able to have a better idea of how many openings we could be interviewing for and what grades for the teachers we would interview for the upcoming year.

We anticipate our numbers being higher for next year and will continue with this Priority will be included in Goal 1, until we reach a goal of 100% for the New 2024 LCAP.

1.2 Maintenance of Facilities: The District will hire maintenance, grounds, custodial, and clerical staff, as needed.

Priority 1: FIT

Results: 100% of our facilities are in good or exemplary condition in 2023-2024

OCESD was able to maintain a good or exemplary condition in the 2023-2024 school year and this Priority will be included in Goal 1, so we are able to maintain our goal of 100% for the New 2024 LCAP.

1.3 Teacher Development: The District will contract with the Butte County Office of Education for BTSA services.

Priority 1: Sufficient Instructional Materials

Results: 100% of our classrooms have sufficient instructional materials in 23-24

OCESD was able to maintain a level of "Sufficient Instructional Materials" condition in the 2023-2024 school year and this Priority will be included in Goal 1, so we are able to maintain our goal of 100% for the New 2024 LCAP, as well as offering Induction Services through BCOE for all qualified teachers within OCESD.

1.4 Substitute Teachers: To support professional development and high quality substitutes, the District will maintain the current substitute teacher daily rate.

OCESD was able to maintain the highest level of pay available for local substitutes. We are also looking at continuing this goal to support the possibility of adding a stipend for Middle School Substitute positions in our 24/25 LCAP.

1.5 Facility Plan: The District will assess, revise, and continue implementation of the 5 year facility plan that will include safety priorities for each of the schools.

We were able to make strides in this area, as far as updating facilities for the district. It was decided that this Action will not be included in the 24/25 LCAP and will be absorbed into the General Fund for planning purposes moving forward.

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.

No Material Difference.

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

Priority 1 Credentialed Teachers:

Results: 87% Credentialed 23-24 as of May 10th, 2024.

The year began with a very small pool of "Highly Qualified" teachers and a large pool with Intern and Emergency Credentials. We posted positions all year and had little to no luck in hiring teachers with full credentials as the year went on.

In April of 2024, we attended the Chico State Job Fair and were able to secure 20+ interviewees for our Hiring for the 2024-2025 School Year. We also Successfully Negotiated an "Early Tell" in which teachers who are retiring notified us earlier than usual so we were able to have a better idea of how many openings we could be interviewing for and what grades for the teachers we would interview for the upcoming year.

We anticipate our numbers being higher for next year and will continue with this Priority will be included in Goal 1, until we reach a goal of 100% for the New 2024 LCAP.

Priority 1: FIT

Results: 100% of our facilities are in good or exemplary condition in 2023-2024

OCESD was able to maintain a good or exemplary condition in the 2023-2024 school year and this Priority will be included in Goal 1, so we are able to maintain our goal of 100% for the New 2024 LCAP.

Priority 1: Sufficient Instructional Materials

Results: 100% of our classrooms have sufficient instructional materials in 23-24

OCESD was able to maintain a level of "Sufficient Instructional Materials" condition in the 2023-2024 school year and this Priority will be included in Goal 1, so we are able to maintain our goal of 100% for the New 2024 LCAP.

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

Priority 1 Credentialed Teachers:

Results: 87% Credentialed 23-24 as of May 10th, 2024.

The year began with a very small pool of "Highly Qualified" teachers and a large pool with Intern and Emergency Credentials. We posted positions all year and had little to no luck in hiring teachers with full credentials as the year went on.

In April of 2024, we attended the Chico State Job Fair and were able to secure 20+ interviewees for our Hiring for the 2024-2025 School Year. We also Successfully Negotiated an "Early Tell" in which teachers who are retiring notified us earlier than usual so we were able to have a better idea of how many openings we could be interviewing for and what grades for the teachers we would interview for the upcoming year.

We anticipate our numbers being higher for next year and will continue with this Priority will be included in Goal 1, until we reach a goal of 100% for the New 2024 LCAP.

Priority 1: FIT

Results: 100% of our facilities are in good or exemplary condition in 2023-2024

OCESD was able to maintain a good or exemplary condition in the 2023-2024 school year and this Priority will be included in Goal 1, so we are able to maintain our goal of 100% for the New 2024 LCAP.

Priority 1: Sufficient Instructional Materials

Results: 100% of our classrooms have sufficient instructional materials in 23-24

OCESD was able to maintain a level of "Sufficient Instructional Materials" condition in the 2023-2024 school year and this Priority will be included in Goal 1, so we are able to maintain our goal of 100% for the New 2024 LCAP.

Priority 1 Credentialed Teachers:

Results: 87% Credentialed 23-24 as of May 10th, 2024.

Updated Changes:

In April of 2024, we attended the Chico State Job Fair and were able to secure 20+ interviewees for our Hiring for the 2024-2025 School Year. We also Successfully Negotiated an "Early Tell" in which teachers who are retiring notified us earlier than usual so we were able to have a better idea of how many openings we could be interviewing for and what grades for the teachers we would interview for the upcoming year.

We anticipate our numbers being higher for next year and will continue with this Priority will be included in Goal 1, until we reach a goal of 100% for the New 2024 LCAP.

Priority 1: FIT

Results: 100% of our facilities are in good or exemplary condition in the 2023-2024 school year.

OCESD was able to ensure we hired well skilled maintenance workers and was able to offer training throughout the year to ensure proper maintaining of Williams Act Requirements.

Updated Changes:

Priority 1: Sufficient Instructional Materials

Results: 100% of our classrooms have sufficient instructional materials in 2023-2024 school year.

OCESD and The Curriculum and Instruction Department was able to maintain a level of "Sufficient Instructional Materials" condition in the 2023-2024 school year and was able to maintain the levels throughout the year.

Updated Changes:

Principals would report any textbook or material needs at bi monthly principal meetings as part of Principal Report Out Session of OCESD Administrative Meetings; to ensure C and I department was notified of any needed materials on a weekly basis.

Priority 1: Facility Plan: The District will assess, revise, and continue implementation of the 5 year facility plan that will include safety priorities for each of the schools.

Updated Changes:

It was decided that this Action will not be included in the 24/25 LCAP and will be absorbed into the General Fund for planning purposes moving forward.

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	OCESD will increase student achievement for all students while addressing the needs of subgroups to close the achievement gap.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 SBAC Scores Math	Math CAASPP Spring 2019 Met or Exceeded Standards 26% All Students 31% EL students 5% SWD 22% SED 18% Black 19% Am Indian 37% Asian 24% Hispanic 25% Two + Races 26% White	Not Available	Math CAASPP Spring 2022 Met or Exceeded Standards 17% All Students 6% EL students 4% SWD 12% SED 11% Black 3% Am Indian 19% Asian 15% Hispanic 19% Two + Races 18% White	Math CAASPP Spring 2023 Met or Exceeded Standards 17% All Students 14% EL students 6% SWD 13% SED 2% Black 6% Am Indian 17% Asian 16% Hispanic 17% Two + Races 19% White	Math CAASPP Meet or Exceed Standards 31% All Students 36% EL students 13% SWD 30% SED 26% Black 27% Am Indian 42% Asian 31% Hispanic 31% Two + Races 31% White
Priority 4 SBAC ELA Scores	ELA SBAC Spring 2019 Met or Exceeded Standards 30% All Students 10% EL students	Not Available	ELA SBAC Spring 2022 Met or Exceeded Standards 23% All Students 15% EL students	ELA SBAC Spring 2023 Met or Exceeded Standards 21% All Students 19% EL students	ELA SBAC Meet or Exceed Standards 39% All Students 19% EL students 17% SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8% SWD 29% SED 20% African Am. 31% Native Indian 43% Asian 29% Hispanic 36% Two +Races 33% White		8% SWD 19% SED 19% African Am. 15% Native Indian 17% Asian 16% Hispanic 23% Two +Races 23% White	6% SWD 17% SED 10% African Am. 10% Native Indian 22% Asian 19% Hispanic 19% Two +Races 23% White	30% SED 29% African Am. 39% Native Indian 49% Asian 37% Hispanic 42% Two+ Races 39% White
Priority 8 Local Academic Benchmark	Baseline scores established during the 2020- 2021 school year with i-Ready Program. Window 3 1st - 8th Grade Reading 34% Tier 1 30% Tier 2 36% Tier 3 31% Black 35% Hispanic 29% Native 39% Asian	i-Ready Window 3 1st - 8th Grade Reading 30% Tier 1 33% Tier 2 38% Tier 3 20% Black 30% Hispanic 20% Native Ind 30% Asian 30% White 30% SED Math	i-Ready Window 3 1st - 8th Grade Reading 34% Tier 1 30% Tier 2 34% Tier 3 18% Black 11% Hispanic 17% Native Ind 32% Asian 15% White 11% SED 11% SWD 0% Homeless Math	i-Ready Window 1 1st - 8th Grade Reading 16% Tier 1 31% Tier 2 53% Tier 3 14% Black 19% Hispanic 13% Native Ind 14% Asian 16% White 16% SED 16% SWD 16% Homeless Math	i-Ready Program. Window 3 1st - 8th Grade Reading 40% Tier 1 30% Tier 2 30% Tier 3 40% Black 41% Hispanic 38% Native Ind 45% Asian 40% White 39% SED 13% SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	34% White 30% SED Math 28% Tier 1 40% Tier 2 32% Tier 3 9% Black 28% Hispanic 27% Am Ind 33% Asian 29% White 25% SED	28% Tier 1 37% Tier 2 34% Tier 3 20% Black 27% Hispanic 22% Native Ind 34% Asian 29% White 28% SED	33% Tier 1 30% Tier 2 34% Tier 3 20% Black 1% Hispanic 17% Native Ind 1% Asian 18% White 7% SED 10% SWD 0% Homeless	8% Tier 1 36% Tier 2 56% Tier 3 5% Black 1% Hispanic 9% Native Ind 12% Asian 8% White 8% SED 8% SWD 8% Homeless	Math 36% Tier 1 38% Tier 2 26% Tier 3 25% Black 34% Hisp 36% Native Ind 39% Asian 35% White 34% SED 13% SWD
Priority 2: Progress in implementing academic standards	Implementation Survey 2021 English Language Arts 3% Explore and Research 13% Beginning Development 37% Initial Implementation 47% Full Implementation	Implementation Survey 2022 English Language Arts 4% Explore and Research 4% Beginning Development 30% Initial Implementation 62% Full Implementation	Implementation Survey 2023 English Language Arts 16% Explore and Research 8% Beginning Development 31% Initial Implementation 44% Full Implementation	Implementation Survey 2024 English Language Arts 10% Explore and Research 6% Beginning Development 35% Initial Implementation 58% Full Implementation	English Language Arts 3% Explore and Research 13% Beginning Development 37% Initial Implementation 47% Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Language Development 10% Explore and Research 24% Beginning Development 38% Initial Implementation 28% Full Implementation</p> <p>Math 5% Explore and Research 15% Beginning Development 32% Initial Implementation 48% Full Implementation</p> <p>History 34% Explore and Research 13% Beginning Development 18% Initial Implementation 5% Full Implementation</p> <p>Science 16% Explore and Research</p>	<p>English Language Development 9% Explore and Research 7% Beginning Development 32% Initial Implementation 52% Full Implementation</p> <p>Math 7% Explore and Research 5% Beginning Development 29% Initial Implementation 59% Full Implementation</p> <p>History 33% Explore and Research 13% Beginning Development 29% Initial Implementation 24% Full Implementation</p> <p>Science 27% Explore and Research</p>	<p>English Language Development 17% Explore and Research 9% Beginning Development 37% Initial Implementation 37% Full Implementation</p> <p>Math 18% Explore and Research 15% Beginning Development 31% Initial Implementation 36% Full Implementation</p> <p>History 23% Explore and Research 17% Beginning Development 28% Initial Implementation 32% Full Implementation</p> <p>Science 30% Explore and Research</p>	<p>English Language Development 12% Explore and Research 4% Beginning Development 27% Initial Implementation 57% Full Implementation</p> <p>Math 8% Explore and Research 15% Beginning Development 31% Initial Implementation 46% Full Implementation</p> <p>History 18% Explore and Research 12% Beginning Development 28% Initial Implementation 42% Full Implementation</p> <p>Science 27% Explore and Research</p>	<p>English Language Development 7% Explore and Research 5% Beginning Development 28% Initial Implementation 60% Full Implementation</p> <p>Math 5% Explore and Research 5% Beginning Development 20% Initial Implementation 70% Full Implementation</p> <p>History 6% Explore and Research 14% Beginning Development 30% Initial Implementation 50% Full Implementation</p> <p>Science 10% Explore and Research</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	31% Beginning Development 32% Initial Implementation 14% Full Implementation	8% Beginning Development 31% Initial Implementation 34% Full Implementation	23% Beginning Development 23% Initial Implementation 24% Full Implementation	20% Beginning Development 23% Initial Implementation 30% Full Implementation	10% Beginning Development 30% Initial Implementation 50% Full Implementation
Priority 4: Reclassification Rates	30% of EL students were reclassified in 2018 - 2019	4% of EL students were reclassified in 20-21	16% of EL students were reclassified in 21-22.	19% of EL Students were Reclassified in 22-23	35% of EL students will be reclassified.
Priority 4: ELPAC Proficiency Rates	30% of EL Learners increased a level in 2019-2020.	33% of EL learners increased a level in 2020 - 2021.	20% of EL learners increased a level in 2021 - 2022.	21% of EL Learners increased a level in 22-23	35% of EL Learners will increase a language level.
Priority 7: Broad Course of Study	All students, including unduplicated pupils and individuals with exceptional needs in grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule.	All students, including unduplicated pupils and individuals with exceptional needs in grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule.	All students, including unduplicated pupils and individuals with exceptional needs in grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule.	All students, including unduplicated pupils and individuals with exceptional needs in grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule.	Maintain Goal of all students having equal access.
Priority 5: Middle School Drop-out Rates	The middle school dropout rate was 0 in 2019-2020.	The middle school dropout rate was 0 in 2020-2021.	The middle school dropout rate was 0 in 2021-2022.	The middle school dropout rate was 0 in 2022-23	Maintain dropout rate of 0.

Goal Analysis

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

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

2.1 Classroom Supply Budget: Each regular education classroom will be assigned a \$500 budget: District will maintain a \$500 budget for each teacher to ensure Additional Curriculum Supports and SEL Signage is prevalent during Classroom Walkthrough Tool Completions.

2.2 Professional Development: We were not successful in this Action and we will continue it to the 24/25 LCAP with the addition and focus being on our newly gained time for direct PLC Planning, Training and Discussion.

2.3 Strategy Development for SWD: We will continue this Action to the 24/25 LCAP in hopes that we maintain the growth demonstrated by SWD last year.

2.4 Strategies for Improvement: We will continue this Action to the 24/25 LCAP in hopes that we maintain the growth demonstrated by SWD last year.

2.5 Support Services: These positions offer additional support and we look at continuing this action to the 24/25 LCAP to ensure compliance and support for out schools/teachers.

2.6 Technology Program: We have had success in this action by ensuring all students have access. We will continue this action to the 24/25 LCAP.

2.7 Multilingual Program: EL Learners were one of the few subgroups who showed progress and much of this action includes mandated sections in relation to Bi-lingual services for our students. The continued outreach for our local cultural centers will also be continued to the 24/25 LCAP moving forward.

2.8 Additional Instructional Support: We will continue this action (As long as funding allows) to ensure we are offering services to our "Most Needed" student populations. This action will be continued to the 24/25 LCAP.

2.9 Assessments: This action will remain, but will include specific, updated references to Benchmarks in the 24/25 LCAP.

2.10 Implement a broad course of study: OCESD was able to move our current band teacher from a Sub Teacher, to an Intern for the 24/25 school year and we look to continue this goal in the 24/25 LCAP moving forward.

2.11 Foster Youth and Homeless: We will continue this action to the 24/25 LCAP for continued support for Foster Youth and Homeless students.

2.12 Math MTSS: We were not able to fund this position and will not be continuing it to the 24/25 school year. This was due to a small hiring pool.

2.13 Homework Support: This goal will be continued to the 24/25 LCAP as it is required in the ELOP Grant.

2.14 Grade Level Meetings: Due to lack of substitutes, planning time and the new creation of Minimum Days moving forward, this goal will not be utilized any further.

2.15 Instructional Minutes: This goal was not monitored and will be reflected as an updated implementation of Action Step 2.13 in the updated 24/25 LCAP Moving Forward.

2.16 Supplemental Materials: The district will always ensure that any requested supplemental curriculum resources are provided as long as the request comes through the PLC Process at each site/grade level moving forward to the 24/25 LCAP.

2.17 Science Adoption: This goal will be continued to the 24/25 LCAP moving forward.

2.18 Reduced Class Size: The District has maintained the ratio (In most classes in the district) and will continue this staffing ratio moving forward (as long as funding allows) in the 24/25 LCAP.

Goal #2 from the 2023-2024 LCAP included Actions that did not result in the meeting of each areas desired outcome see below:

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.

No material difference.

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

2.1 Classroom Supply Budget: Each regular education classroom will be assigned a \$500 budget.

Reflection: Teachers were provided a budget to ensure access to supplemental curriculum resources not provided at the sites. District will maintain a \$500 budget for each teacher to ensure Additional Curriculum Supports and SEL Signage is prevalent during Classroom Walkthrough Tool Completions.

2.2 Professional Development:

- A. The District will provide certificated, classified, and administrative staff with professional. development to continually update their skills, and learn best practices related to improving student learning and academic achievement.
- B. Grade-level meetings to share best practices, analyze student data, explore new mindsets for raising student achievement; supporting struggling learners and students with disabilities (SWD's)
- C. Align with educational partners, BCOE, for conference to support PLC and on-going meetings throughout the year.
- D. Provide for new teachers Math, ELA, Science to support standards and curriculum implementation.
- E. Provide training on best practices for student engagement.
- F. Provide Restorative Practice training including Circles.
- G. The use of educational technology to improve pupil performance-- i-Ready, Illuminate
- H. Training for paraprofessionals to maximize their effectiveness working with at-risk and students with special needs with an emphasis on de-escalation strategies and campus supervision.
- I. Send a team to reading conference to support the Science of Reading.
- J. The District will provide professional development based on curriculum programs such as Everyday Math, trauma informed strategies, engagement strategies, strategies for struggling learners, effective practices for SWD's and core content best practices including UDL.
- K. Provide annual training and support with Child Find, accommodations, modifications, 504 and manifestation determination, positive behavior intervention plan and implementation, and specialized instruction.
- L. Offer a training on grading policy to aligning with Board policy

Reflection: OCESD is currently in the 4th year of a 5 year DOJ Settlement. We have specific SEL, PBIS and MTSS requirements that we are mandated to maintained in our Professional Development Practice. The DOJ mandates take up 90% of Professional Development time. These limitations have placed a large amount of focus on SEL Curriculum and not enough on Academic PD. We have successfully negotiated Minimum Day Wednesday's for the next 2 years and will focus our 2 District Days per month on PLC, Data Review, Intervention Planning, Benchmark Utilization and District/Site Curriculum Expectations. We were not successful in this Action and we will continue it to the 24/25 LCAP with the addition and focus being on our newly gained time for direct PLC Planning, Training and Discussion.

2.3 Strategy Development for SWD:

- A. Ensure SWD's are being supported in the general education classroom to the greatest extent possible.
- B. Develop a culture of supporting students in the least restrictive environment.
- C. Provide support in specialized instruction and reasonable accommodation
- D. Increase staff to student ratio.
- E. Provide positive behavior intervention support and Behavior
- F. Intervention Plan as needed.

Reflection: SWD made gains this year in Districtwide Dashboard Measures in ELA and Math (1% growth in Math while ELA remained the same or slight growth), more than any other subgroup besides EL Learners. We will continue this Action to the 24/25 LCAP in hopes that we maintain the growth demonstrated by SWD last year.

2.4 Strategies for Improvement:

- A. Provide training materials, resources, and artifacts.
- B. Provide a professional learning calendar and pacing guide in math and reading.
- C. Ensure SWD's are mainstreaming the appropriate amount of time.
- D. Offer a Math Intervention Tutoring Program.

Reflection: SWD made gains this year, more than any other areas besides EL Learners. We will continue this Action to the 24/25 LCAP in hopes that we maintain the growth demonstrated by SWD last year.

2.5 Support Services:

The District will provide instructional aides, library clerks, and instructional resources, including UPK aides.

Reflection: The use of UPK Aides, Instructional aides, Library Clerks and Instructional Resources is a contributing action that includes required/mandated positions as well as support positions. Dashboard results are not demonstrating proficiency, but IReady has demonstrated an overall 10% growth in students that are far advanced 2% of students who are scoring on grade-level and lowered the amount of Far Below and Below by over 10% as reflected in IReady ELA Summative Data from 22-23 to 23=24 School Years. Which we attribute this action as supporting this growth at the local/classroom level of support. These positions offer additional support and we look at continuing this action to the 24/25 LCAP to ensure compliance and support for out schools/teachers.

2.6 Technology Program:

- A. In order to fully support the rigor of the CCSS, the District will maintain site technology facilitators and a technology support person based on identified district-wide needs.
- B. The District will continue to update technology and maintain a replacement program to continue the 1:1 Chromebook program.
- C. The District will continue to update school library resources in order to support 21st Century skills. This includes continuing to support Destiny, providing technology for research purposes, and updating book collections.
- D. The District will continue to provide Go Guardian, a software application to help teachers monitor and manage student devices.
- E. Hire summer help to scrub and prepare Chromebooks for redistribution in the fall.

Reflection: OCESD has many different Curriculum Programs (Including IReady, Inspect Benchmarks, Accelerated Reader, and State Testing) that require computer access. IReady has demonstrated an overall 10% growth in students that are far advanced 2% of students who are scoring on grade-level and lowered the amount of Far Below and Below by over 10% as reflected in IReady ELA Summative Data from 22-23 to 23=24 School Years. The access will remain as a ready access for students to access any curriculum programs that require computer/internet access. We have had success in this action by ensuring all students have access. We will continue this action to the 24/25 LCAP.

2.7 Multilingual Program:

The District will support the English Learners (ELs) in order to lessen the achievement gap.

- A. The District will review and provide bilingual aides at sites where needed to support EL students in the core academic program.
- B. Support to Bilingual Hmong (8 hours) and Spanish-speaking parent liaisons (7 hours), and both positions will support 504 and SPED parents.
- C. The District will continue to expand its relationship with the African American Family and Cultural Center, Hmong Cultural Center, and Mooretown Rancheria to provide opportunities for our African American, Hmong, and American Indian students to improve their performance in ELA and Math.
- D. Provide instructional support for MTSS
- E. Implement new "designated" and "newcomer" ELD curriculum for Grades 7/8.
- F. Strengthen the ELD designated instructional program with clearly articulated language goals by providing professional development.

Reflection: EL Learners were one of the few subgroups who showed progress and much of this action includes mandated sections in relation to Bi-lingual services for our students. The continued outreach for our local cultural centers will also be continued to the 24/25 LCAP moving forward.

2.8 Additional Instructional Support:

- A. Provide a literacy/reading coach for each of the elementary schools and an intervention teacher for each middle school.

Reflection: Each Middle school has presented local data to demonstrate growth by students who are 3 or more grades behind in his/her academic level. We were presented data that reflects a growth for this area of our student population. Dashboard results are not demonstrating proficiency, but IReady has demonstrated an overall 10% growth in students that are far advanced 2% of students who are scoring on grade-level and lowered the amount of Far Below and Below by over 10% as reflected in IReady ELA Summative Data from 22-23 to 23=24 School Years. The students focused in the Action are students who are lower than prescribed and growth is measure one student/skill at a time. We will continue this action (As long as funding allows) to ensure we are offering services to our "Most Needed" student populations. This action will be continued to the 24/25 LCAP.

2.9 Assessments:

- A. Management and use of state and local pupil data to improve student learning; i-Ready, Illuminate.
- B. The District will continue to provide a student data analysis software program (Illuminate) for academics. Teachers will continue to be trained in how to use the system.
- C. Continue to develop a coherent system of report cards in which data from assessments will feed into report cards.
- D. Develop, administer analyze math assessments districtwide.

Reflection: OCESD did a deep dive into the correlation of IReady assessment data to the results that we had during our state testing. We found that the correlation was not effective enough to utilize IReady for our 3rd thru 8th grades, as our identifying assessment for our intervention and strategic instruction moving forward. For the 3rd Window, we utilized the INSPECT Benchmark as our Intervention Benchmark. The INSPECT Benchmark includes specific "Release Test Questions" that are utilized in the CAASPP Testing for 3rd thru 8th Grades. The teacher's found that the rigor required to ensure students were prepared for the CAASPP test needed to be raised to ensure students were prepared for the annual assessment. Teacher's worked with grade-levels and departments to design target interventions in the 6 weeks leading up to testing and we hope to see marked improvement when our scores come out next year. This action will remain, but will include specific, updated references to Benchmarks in the 24/25 LCAP.

2.10 Implement a broad course of study:

A The District will support the Grades 6-8 band program by providing a teacher and purchasing band equipment and material.

Reflection: OCESD was able to move our current band teacher from a Sub Teacher, to an Intern for the 24/25 school year. We will be looking at a grade-analysis of students who participate in band, against students who do not participate in band, beginning in the 24/25 School Year. We look to continue this goal in the 24/25 LCAP moving forward, with the new Metric of Measure.

2.11 Foster Youth and Homeless:

- A. Review monthly the academic needs of all homeless and foster youth.
- B. Provide additional after school support in math, ELA, and study skills as determined by the monthly meetings.
- C. Monthly counselor check-in to assess if needs or supports are appropriate.
- D. Reading teachers check-in for academic support.

Reflection:

This action has been completed on a consistent basis by our assigned Ed. Therapist/Counselor. Our Foster Youth and Homeless subgroups are often our lowest performing groups and we receive specific funding identified to serve these populations. for the 23/24 School Year, we have been able to support 3 families with direct Housing, funds for transportation, and Support with clothing/household supplies. Our dedicated personnel has been able to serve our community when the need arises for our Foster Youth and Homeless Students/Families. We will continue this action to the 24/25 LCAP for continued support for Foster Youth and Homeless students.

2.12 Math MTSS:

- A. Provide instructional aides at each site to support math MTSS at the elementary level and one instructional aide to support the intervention teacher at each middle school. Funding is coming from the General Fund.
- B. Implement districtwide math fact competition.

Reflection: 22-23 IReady Benchmark Data has demonstrated a 11% growth in students who are Grade-Level and beyond and the lowering of 6% students who are below Grade Level Standards in the area of Mathematics. We attribute this growth to the additional Math Aides we

incorporate at the Middle School and Elementary Sites. We funded this position this year and will continue to Goal 2.17 next year, as long as budget allows to support our English Learners, Homeless, SED African America, Hispanic and Two Or More Races subgroups on meeting proficiency on the Math portion of the CAASPP.

2.13 Homework Support:

- A. Provide tutoring assistance to students virtually or in person.
- B. Provide tutoring support to students after school. This is funded by the ELOP Grant.

Reflection: We were presented data that reflects a growth for this area of our student population. Dashboard results are not demonstrating proficiency, but IReady has demonstrated an overall 10% growth in students that are far advanced 2% of students who are scoring on grade-level and lowered the amount of Far Below and Below by over 10% as reflected in IReady ELA Summative Data from 22-23 to 23=24 School Years. 22-23 IReady Benchmark Data has demonstrated a 11% growth in students who are Grade-Level and beyond and the lowering of 6% students who are below Grade Level Standards in the area of Mathematics. Each school site was offered funds to provide after school tutoring with the ELOP Grant. Our current offering is small and we are looking at ways to track progress more effectively moving forward This goal will be continued to the 24/25 LCAP as it is required in the ELOP Grant.

2.14 Grade Level Meetings:

- A. School site grade level meeting will occur regularly to plan ELA units aligning state standards, data analysis, common assessments, ELD standards, intervention strategy and effective implementation of programs. This will be lead by a teacher leader and support with three full time substitutes.

Reflection: Due to lack of substitutes, planning time and the new creation of Minimum Days moving forward, this goal will not be utilized any further.

2.15 Instructional Minutes:

The District will continue to provide students, including students with disabilities (SWDs), with more instructional minutes than required by the State for Grs. TK-8. The district provides, on average, 10% more instructional minutes per day than as required. This additional class time will allow for academic intervention for students and local academic assessments like Accelerated Reader and iReady.

Reflection: This goal was not monitored and will be reflected as an updated implementation of Action Step 2.13 in the updated 24/25 LCAP Moving Forward.

2.16 Supplemental Materials:

The District will provide supplemental materials in ELA/ELD, Science, and History-Social Science (HSS) to support the Literacy Standards.

Reflection: The district will always ensure that any requested supplemental curriculum resources are provided as long as the request comes through the PLC Process at each site/grade level moving forward to the 24/25 LCAP.

2.17 Science Adoption:

The District will identify and purchase a new science program for K - 5.

Reflection: The district is looking at piloting Science Curriculums for the 24/25 School Year and make recommendations for adoption by the end of the 24/25 school year. This goal will be continued to the 24/25 LCAP moving forward.

2.18 Reduced Class Size:

The District will hire teachers to maintain the goal of 24:1 in Grs. TK-3.

Reflection: We were presented data that reflects a growth for this area of our student population. Dashboard results are not demonstrating proficiency, but IReady has demonstrated an overall 10% growth in students that are far advanced 2% of students who are scoring on grade-level and lowered the amount of Far Below and Below by over 10% as reflected in IReady ELA Summative Data from 22-23 to 23=24 School Years. We include the idea of smaller class sizes as an attributing factor of our growth in local assessment data. The District has maintained the ratio (In most classes in the district) and will continue this staffing ratio moving forward (as long as funding allows) in the 24/25 LCAP.

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

2.2 Professional Development:

- A. The District will provide certificated, classified, and administrative staff with professional. development to continually update their skills, and learn best practices related to improving student learning and academic achievement.
- B. Grade-level meetings to share best practices, analyze student data, explore new mindsets for raising student achievement; supporting struggling learners and students with disabilities (SWD's)
- C. Align with educational partners, BCOE, for conference to support PLC and on-going meetings throughout the year.
- D. Provide for new teachers Math, ELA, Science to support standards and curriculum implementation.
- E. Provide training on best practices for student engagement.
- F. Provide Restorative Practice training including Circles.
- G. The use of educational technology to improve pupil performance-- i-Ready, Illuminate
- H. Training for paraprofessionals to maximize their effectiveness working with at-risk and students with special needs with an emphasis on de-escalation strategies and campus supervision.
- I. Send a team to reading conference to support the Science of Reading.

J. The District will provide professional development based on curriculum programs such as Everyday Math, trauma informed strategies, engagement strategies, strategies for struggling learners, effective practices for SWD's and core content best practices including UDL.

K. Provide annual training and support with Child Find, accommodations, modifications, 504 and manifestation determination, positive behavior intervention plan and implementation, and specialized instruction.

L. Offer a training on grading policy to aligning with Board policy

Reflection: OCESD is currently in the 4th year of a 5 year DOJ Settlement. We have specific SEL, PBIS and MTSS requirements that we are mandated to maintained in our Professional Development Practice. The DOJ mandates take up 90% of Professional Development time. These limitations have placed a large amount of focus on SEL Curriculum and not enough on Academic PD. We have successfully negotiated Minimum Day Wednesday's for the next 2 years and will focus our 2 District Days per month on PLC, Data Review, Intervention Planning, Benchmark Utilization and District/Site Curriculum Expectations. We were not successful in this Action and we will continue it to the 24/25 LCAP with the addition and focus being on our newly gained time for direct PLC Planning, Training and Discussion.

2.15 Instructional Minutes:

The District will continue to provide students, including students with disabilities (SWDs), with more instructional minutes than required by the State for Grs. TK-8. The district provides, on average, 10% more instructional minutes per day than as required. This additional class time will allow for academic intervention for students and local academic assessments like Accelerated Reader and iReady.

Reflection: This goal was not monitored and will be reflected as an updated implementation of Action Step 2.13 in the updated 24/25 LCAP Moving Forward.

2.9 Assessments:

A. Management and use of state and local pupil data to improve student learning; i-Ready, Illuminate.

B. The District will continue to provide a student data analysis software program (Illuminate) for academics. Teachers will continue to be trained in how to use the system.

C. Continue to develop a coherent system of report cards in which data from assessments will feed into report cards.

D. Develop, administer analyze math assessments districtwide.

Reflection: OCESD did a deep dive into the correlation of IReady assessment data to the results that we had during our state testing. We found that the correlation was not effective enough to utilize IReady for our 3rd thru 8th grades, as our identifying assessment for our intervention and strategic instruction moving forward. For the 3rd Window, we utilized the INSPECT Benchmark as our Intervention Benchmark. The INSPECT Benchmark includes specific "Release Test Questions" that are utilized in the CAASPP Testing for 3rd thru 8th Grades. The teacher's found that the rigor required to ensure students were prepared for the CAASPP test needed to be raised to ensure students were prepared for the annual assessment. Teacher's worked with grade-levels and departments to design target interventions in the 6 weeks leading up to testing and we hope to see marked improvement when our scores come out next year. This action will remain, but will include specific, updated references to Benchmarks in the 24/25 LCAP.

2.10 Implement a broad course of study:

A The District will support the Grades 6-8 band program by providing a teacher and purchasing band equipment and material.

Reflection: OCESD was able to move our current band teacher from a Sub Teacher, to an Intern for the 24/25 school year. We will be looking at a grade-analysis of students who participate in band, against students who do not participate in band, beginning in the 24/25 School Year. We look to continue this goal in the 24/25 LCAP moving forward, with the new Metric of Measure.

2.14 Grade Level Meetings:

A. School site grade level meeting will occur regularly to plan ELA units aligning state standards, data analysis, common assessments, ELD standards, intervention strategy and effective implementation of programs. This will be lead by a teacher leader and support with three full time substitutes.

Reflection: Due to lack of substitutes, planning time and the new creation of Minimum Days moving forward, this goal will not be utilized any further.

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	The District will improve school climate and school safety to provide a more equitable and thriving environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Local Metric/Student Engagement/School Attendance Rates	Attendance Calculation 87.8% 2020 - 2021	81.9%	Attendance calculated on April 7 89.6%	ADA from 8/16/23-2/20/24 = 89.94% or 90%	Increase Attendance Calculation to 90%
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	2018- 2019 Chronic absenteeism 23.4% Red Level. Black, Foster Youth, SWD CA Dashboard Aeries Analytics reports in 2021 Chronic Absenteeism 77% Homeless 53% Black 49% Hispanic 49% FY 37% Socio 33% All	Aeries Analytics reports in March 11, 2022 Chronic Absenteeism 43% Homeless 47% Black 46% Hispanic 34% FY 42% Socio 39% All	Aeries Analytics reports in April 10, 2023 Chronic Absenteeism 45% Homeless 46% Black 44% Hispanic 26% FY 40% Socio 37% All	Aeries Analytics reports in February 21, 2024 Chronic Absenteeism 49% Homeless 37% Black 38% Hispanic 37% FY 36% Socio 34% All	Reduce to 20% Chronic Absenteeism Aeries Analytics will reduce to 37 % Homeless 27% Black 47% Hispanic 27& Foster Youth 18% Socio Economic 17% All

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Local Metric/Student Engagement/Middle school dropout rate	Dropout rate for 2018-2019 was 0%	Dropout rate for 2020-2021 was 0%	Dropout rate for 2021 - 2022 was 0%	Dropout rate for 2023 - 2024 was 0%	Maintain 0% Dropout Rate
Priority 6: State Indicator/Student Suspension Indicator	Suspension Rate for 18-19. 10.7% Red Level. CA Dashboard	Suspension Rate for 20-21 1.1% according to Data Quest	Suspension Rate for 21 - 22 9%	Dashboard Suspensions for 22-23 were 8.7%	Suspension Rate from 18 - 19 will reduce to 6.7% . Maintain no students in red
Priority 6: State Indicator/Student Expulsion Indicator	The 2018-2019 expulsion rate is .08%.	Expulsion Rate for 20-21 is 0%	Expulsion Rate for 21 - 22 is 0.1%	Expulsion Rate as of May 10, 2024 is .0005%	Maintain an expulsion rate less than 1%
Priority 3: Parent Involvement Local Evaluation Tool	Less than 20% parent participation at the SSC and ELAC meetings.	Parent Involvement Rate is at 21%	Parent Involvement Rate is at 20%	Parent Involvement Rate is at 25%	Increase parent participation to 90% for the year.
Priority 6: Local Indicator School Climate	The DESSA will be our social and emotional screener for the coming years. It will be administered 3 times a year. Fall of 2021 will be our baseline and we will collect data yearly.	PBIS Assessment Student Survey (Scale of 1 - 4 with 4 highest) 3.1 Oakdale 2.9 Ophir 2.9 Stanford 3.1 Wyandotte 2.7 Central MS	PBIS Assessment (Scale of 1 to 4 with 4 being highest) PBIS Climate Survey Based on Family Input is a district average of 3.	PBIS Assessment (Scale of 1 to 4 with 4 being highest) PBIS Climate Survey Based on Family Input is a district average of 3.7	Increase the number of students demonstrating positive emotional indicators.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2.8 Ishi Hills M PBIS Family Survey (Scale of 1 - 4 with 4 highest) 3.2 Oakdale 3.5 Ophir 3.3 Stanford 3.3 Wyandotte 3.5 Central MS 3.0 Ishi Hills M	PBIS Climate Survey Based on Student Input is a district average of 3.	PBIS Climate Survey Based on Student Input is a district average of 3.8	

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.

3.1 School Climate and Safety:

- A. Provide noon duty campus supervisors with longer hours to ensure school safety and connect with students in a proactive manner to establish positive relationships and increase one supervisor per site.
- B. Re-connect with SRO officer, through the OPD, to promote a safe campus by connecting with students.
- C. The District Safety Committee will review the plans and recommend training.
- D. Hire an additional campus supervisor to support alternative recess, detention, and input SWIS data and training.
- E. Hire a behavioral specialist to support Tier 3 behaviors.
- F. Hire a vice principal for each middle school.

Reflection: OCESD was able to hire school safety official, complete PBIS School Climate Surveys, hire an SRO Officer, conduct a District Safety Committee, hire additional campus supervisors and hired a vice principal for each middle school. We were able to contract with a behavioral specialist that helped us with our PBIS Tier 2 and 3 Behaviors as well as out FBA Training for our Mental Health Personnel. We will be continuing this action moving forward to be in full compliance with DOJ Requirements.

3.2 Student Support:

- A. The District will maintain 4 counselors and maintain the two educational therapists
- B. School counselors will have ongoing check-ins with foster youth and homeless to identify needs and support accordingly.
- C. Schools will administer a screener to identify students needing additional support for things like peer group conflict, bullying, academic support, etc.
- D. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying students with chronic absenteeism. The principals will ensure that SARB letters are sent in a timely manner and that counselors are reaching out to the students and families.
- E. SEL classes will be offered for all students at the middle school and SEL curriculum taught in elementary classrooms by the classroom teacher.
- F. Implement electronic PBIS and increase incentives.

Reflection: We were able to maintain 4 counselors and two Educational Therapists. Our Counselors and Ed Therapists completed ongoing check-ins with our Foster Youth and Homeless populations. OCESD was able to implement the use of KELVIN this year as a Universal Screener. Monthly reports were provided by Mental Health Therapists for Homeless and Foster Youth subgroups. SARB will need to be improved on for next year and the upcoming 24/25 LCAP. SEL curriculum was taught by the MS and ES sites. Each site handed out PBIS Rewards for the use with our Claw PBIS Game Incentives for our students. We will continue this action moving forward as many of the actions in this area include mandated reporting and Compulsory Attendance Situations.

3.3 Professional Development:

- A. District will provide staff development in the areas of PBIS, SEL, bully prevention, de-escalation strategies and trauma informed practices for administrators, classified, and certificated. There will be increased training for classified staff. Additional training or conferences offered to support improving student behavior.
- B. Professional development on data entry and analysis for administrators and PBIS teams.
- C. Send a team to CR-PBIS conference.
- D. Training for campus supervisors with an emphasis on de- escalation strategies, effective monitoring practices and how to address student behavior.

Reflection: Each school site provided regular Bullying assemblies and lessons for each school. Classified and Certificated employees received training on de escalation and trauma informed curriculum this year. We sent a team to the PBIS conference in Sacramento, who brought back a report of the conference for site level admin. This action and action steps will be utilized moving forward in relation to the DOJ Requirements for the 24/25 LCAP.

3.4 Anti-Bullying:

- A. Principals will schedule monthly assemblies/activities to address bullying behavior and recognize students for positive behavior (e.g., perfect attendance, good citizenship, most improved).
- B. Teachers will emphasize how to prevent bullying, respond to bullying and how to be an ally through Second Step Lessons at the elementary and SEL classes at the middle school.
- C. Counselors will assist students experiencing bullying.
- D. School safety plans will address any problem areas bullying is occurring and address the problems.
- E. Specific staff will be identified that students can go to when bullying is occurring.
- F. Anti-bullying committee will continue to receive training and will support campuses to eradicate bullying.

Reflection: Regular assemblies, in class Second Step/SEL Curriculum Instructions took place regularly, counselors were included in situations of bullying, each site plan included a bullying section, and each PBIS site include ways to eliminate or address bullying situations at each site. This action and these actions will be continued to the 24/25 LCAP in correlation to PBIS/SEL education and DOJ Requirements.

3.5 Communication:

- A. The District will maintain the social media/website/mobile app communication platform. (Parent Square), Dojo [Elementary] Remind[Middle School]) to cast a wider net in keeping parents informed and involved.
- B. To improve home/school communication regarding attendance and academic achievement, all middle school parents will have access to the Parent Portal.
- C. Sites continue to use Edulink for communication regarding absences, announcements, and school events.
- D. The District will provide an 8 hour/day Hmong speaking and a 7 hour/day Spanish-speaking Parent Liaison to facilitate community outreach and support/advocate for EL, 504 and SPED parents.
- E. Remind parents of the resources available multiple times throughout the year.
- F. Parent liaisons will call parents to encourage attendance at events and/or meetings.

Reflection: The district has improved capabilities to communicate with parents/guardians and the community regarding school events and needed information. District maintained a HMONG and SPANISH Speaking translator for any needs that arose. We will continue this goal as it is required by our Title 5 and best practices moving forward to the 24/25 LCAP.

3.6 School Attendance:

- A. Clerks will assist in the collection and maintenance of attendance data.
- B. Nurse and health aides services will support increased student attendance by identifying and addressing health issues at school sites.
- C. Schools will have sufficient health supplies.
- D. State transportation funding will be supplemented to provide students, including low income, a means of getting to school.

E. Develop and implement an attendance incentive program.

Reflection: This goal is maintained in our job descriptions of our classified employees as well as utilized by our Homeless Liasson. We always look to improve on our attendance as a district/school. We will continue this goal moving forward to the 24/25 LCAP.

3.7 Equity and Culturally Responsive Climate:

- A. School site teams will identify two academic strategies: SEL and trauma-responsive in tier 1 and 2 to use at their school sites.
- B. District will conduct self-reviews to determine appropriate service delivery to SWDs.
- C. School site teams will consistently engage in and implement quality improvement efforts that will help improve school climate and safety.
- D. Staff will increase their awareness of cultural sensitivity, equity, bias, trauma-informed practices, discipline, social/emotional learning, and CR PBIS, and be able to consistently utilize these strategies in their classrooms.
- E. Staff will use research-based strategies for working with racially and culturally diverse and low socioeconomic status student populations including SWD's.
- F. A team will attend conferences to support CR PBIS, restorative practices or MTSS.

Reflection: The district was monitored for these steps with our DOJ Representative and was marked at a high-level for each school including the middle schools. We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.8 Alternatives To Suspension:

The District will explore alternatives to student suspension.

- A. CR-PBIS training and guidance will be provided to school teams.
- B. The District will continue to support professional development that helps staff understand trauma-sensitive youth and learn strategies to redirect inappropriate behavior and support social-emotional well-being.
- C. Materials will be developed to use as an alternative to suspension.

Reflection: The district was monitored for these steps with our DOJ Representative and was marked at a high-level for each school including the middle schools. We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.9 Foster Youth and Homeless:

- A. Counselors will monitor monthly student needs for social emotional issues, any logistics in participating in school activities or transitioning into the school and attendance.
- B. Staff will be assigned to personally call families on attendance.
- C. Groups will be established to support students on adjusting to change as needed.

Reflection: The district was monitored for these steps with our DOJ Representative and was marked at a high-level for each school including the middle schools. We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.10 Attendance Incentives:

Schools will have activities to promote and recognize good and improved attendance. (e.g., school-wide assemblies, activities, prizes, school dance). This action will be funded through the general fund.

Reflection: Each School site promoted regular attendance awards and even provided a bicycle to grades 3 thru 8 for the 2024 CAASPP Testing window for perfect attendance. This action and action steps will be continued to the 24/25 LCAP and updated to include more specific activities.

3.11 Affinity Clubs:

Provide enrichment/club activities either during the day or after school to connect students to school. This action will be funded through the general fund.

Reflection: Each school was provided the opportunity to create and schedule a regular Affinity Club. This discussion is also a requirement of DOJ Settlement. This action and action step will be carried over the 24-25 LCAP for further actions and explanation within DOJ Settlement Requirements.

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.

Material differences are related to unfilled positions. These positions were posted all year, but we were unable to fill them.

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

3.1 School Climate and Safety:

- A. Provide noon duty campus supervisors with longer hours to ensure school safety and connect with students in a proactive manner to establish positive relationships and increase one supervisor per site.
- B. Re-connect with SRO officer, through the OPD, to promote a safe campus by connecting with students.
- C. The District Safety Committee will review the plans and recommend training.

- D. Hire an additional campus supervisor to support alternative recess, detention, and input SWIS data and training.
- E. Hire a behavioral specialist to support Tier 3 behaviors.
- F. Hire a vice principal for each middle school.

Reflection: OCESD was able to hire school safety official, complete PBIS School Climate Surveys, hire an SRO Officer, conduct a District Safety Committee, hire additional campus supervisors and hired a vice principal for each middle school. We were able to contract with a behavioral specialist that helped us with our PBIS Tier 2 and 3 Behaviors as well as out FBA Training for our Mental Health Personnel. We will be continuing this action moving forward to the 24-25 LCAP.

3.2 Student Support:

- A. The District will maintain 4 counselors and maintain the two educational therapists
- B. School counselors will have ongoing check-ins with foster youth and homeless to identify needs and support accordingly.
- C. Schools will administer a screener to identify students needing additional support for things like peer group conflict, bullying, academic support, etc.
- D. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying students with chronic absenteeism. The principals will ensure that SARB letters are sent in a timely manner and that counselors are reaching out to the students and families.
- E. SEL classes will be offered for all students at the middle school and SEL curriculum taught in elementary classrooms by the classroom teacher.
- F. Implement electronic PBIS and increase incentives.

Reflection: We were able to maintain 4 counselors and two Educational Therapists. Our Counselors and Ed Therapists completed ongoing check-ins with our Foster Youth and Homeless populations. OCESD was able to implement the use of KELVIN this year as a Universal Screener. Monthly reports were provided by Mental Health Therapists for Homeless and Foster Youth subgroups. 23-24 IReady Assessment Data demonstrated a 9% growth in the area of Math for students who are scoring Grade-Level or Above and 11% for students who are scoring Grade-Level and Above in ELA. SARB will need to be improved on for next year and the upcoming 24/25 LCAP. SEL curriculum was taught by the MS and ES sites. Each site handed out PBIS Rewards for the use with our Claw PBIS Game Incentives for our students. We will continue this action moving forward.

3.3 Professional Development:

- A. District will provide staff development in the areas of PBIS, SEL, bully prevention, de-escalation strategies and trauma informed practices for administrators, classified, and certificated. There will be increased training for classified staff. Additional training or conferences offered to support improving student behavior.
- B. Professional development on data entry and analysis for administrators and PBIS teams.
- C. Send a team to CR-PBIS conference.

D. Training for campus supervisors with an emphasis on de-escalation strategies, effective monitoring practices and how to address student behavior.

Reflection: Each school site provided regular Bullying assemblies and lessons for each school. Classified and Certificated employees received training on de-escalation and trauma informed curriculum this year. We sent a team to the PBIS conference in Sacramento, who brought back a report of the conference for site level admin. We also demonstrated a .5 level of growth from a 3.3 to a 3.8 in our PBIS Student School Safety Survey (Including Bullying Mention) from the 22-23 to the 23-24 School Years. This action and action steps will be utilized moving forward in relation to the DOJ Requirements for the 24/25 LCAP.

3.4 Anti-Bullying:

A. Principals will schedule monthly assemblies/activities to address bullying behavior and recognize students for positive behavior (e.g., perfect attendance, good citizenship, most improved).

B. Teachers will emphasize how to prevent bullying, respond to bullying and how to be an ally through Second Step Lessons at the elementary and SEL classes at the middle school.

C. Counselors will assist students experiencing bullying.

D. School safety plans will address any problem areas bullying is occurring and address the problems.

E. Specific staff will be identified that students can go to when bullying is occurring.

F. Anti-bullying committee will continue to receive training and will support campuses to eradicate bullying.

Reflection: Regular assemblies, in class Second Step/SEL Curriculum Instructions took place regularly, counselors were included in situations of bullying, each site plan included a bullying section, and each PBIS site include ways to eliminate or address bullying situations at each site. We also demonstrated a .5 level of growth from a 3.3 to a 3.8 in our PBIS Student School Safety Survey (Including Bullying Mention) from the 22-23 to the 23-24 School Years. This action and these actions will be continued to the 24/25 LCAP in correlation to PBIS/SEL education and DOJ Requirements.

3.5 Communication:

A. The District will maintain the social media/website/mobile app communication platform. (Parent Square), Dojo [Elementary] Remind[Middle School]) to cast a wider net in keeping parents informed and involved.

B. To improve home/school communication regarding attendance and academic achievement, all middle school parents will have access to the Parent Portal.

C. Sites continue to use Edulink for communication regarding absences, announcements, and school events.

D. The District will provide an 8 hour/day Hmong speaking and a 7 hour/day Spanish-speaking Parent Liaison to facilitate community outreach and support/advocate for EL, 504 and SPED parents.

E. Remind parents of the resources available multiple times throughout the year.

F. Parent liaisons will call parents to encourage attendance at events and/or meetings.

Reflection: The district has improved capabilities to communicate with parents/guardians and the community regarding school events and needed information. District maintained a HMONG and SPANISH Speaking translator for any needs that arose. We will continue this goal as it is required by our Title 5 and best practices moving forward to the 24/25 LCAP.

3.6 School Attendance:

- A. Clerks will assist in the collection and maintenance of attendance data.
- B. Nurse and health aides services will support increased student attendance by identifying and addressing health issues at school sites.
- C. Schools will have sufficient health supplies.
- D. State transportation funding will be supplemented to provide students, including low income, a means of getting to school.
- E. Develop and implement an attendance incentive program.

Reflection: This goal is maintained in our job descriptions of our classified employees as well as utilized by our Homeless Liasson. Our Homeless Group has not been identified as a Chronic Absence "Red indicator" for the first time in 2 years and we look at maintaining this data point moving forward. We always look to improve on our attendance as a district/school. We will continue this goal moving forward to the 24/25 LCAP.

3.7 Equity and Culturally Responsive Climate:

- A. School site teams will identify two academic strategies: SEL and trauma-responsive in tier 1 and 2 to use at their school sites.
- B. District will conduct self-reviews to determine appropriate service delivery to SWDs.
- C. School site teams will consistently engage in and implement quality improvement efforts that will help improve school climate and safety.
- D. Staff will increase their awareness of cultural sensitivity, equity, bias, trauma-informed practices, discipline, social/emotional learning, and CR PBIS, and be able to consistently utilize these strategies in their classrooms.
- E. Staff will use research-based strategies for working with racially and culturally diverse and low socioeconomic status student populations including SWD's.
- F. A team will attend conferences to support CR PBIS, restorative practices or MTSS.

As of May 31st, 2024, OCESD has been able to maintain a district average "Suspension, SWIS, Risk Ratio" of no more than 1.5 for the target subgroups of Homeless, Hispanic, Two or More Races, African America, SWD and American Indian Subgroups, The district was monitored for these steps with our DOJ Representative and was marked at a high-level for each school including the middle schools. We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.8 Alternatives To Suspension:

The District will explore alternatives to student suspension.

- A. CR-PBIS training and guidance will be provided to school teams.

- B. The District will continue to support professional development that helps staff understand trauma-sensitive youth and learn strategies to redirect inappropriate behavior and support social-emotional well-being.
- C. Materials will be developed to use as an alternative to suspension.

Reflection: The district was monitored for these steps with our DOJ Representative and was marked at a high-level for each school including the middle schools. As of May 31st, 2024, OCESD has been able to maintain a district average "Suspension, SWIS, Risk Ratio" of no more than 1.5 for the target subgroups of Homeless, Hispanic, Two or More Races, African America, SWD and American Indian Subgroups, for the entire year. We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.9 Foster Youth and Homeless:

- A. Counselors will monitor monthly student needs for social emotional issues, any logistics in participating in school activities or transitioning into the school and attendance.
- B. Staff will be assigned to personally call families on attendance.
- C. Groups will be established to support students on adjusting to change as needed.

Reflection: The district was monitored for these steps with our DOJ Representative and was marked at a high-level for each school including the middle schools. We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.10 Attendance Incentives:

Schools will have activities to promote and recognize good and improved attendance. (e.g., school-wide assemblies, activities, prizes, school dance). This action will be funded through the general fund.

Reflection: Each School site promoted regular attendance awards and even provided a bicycle to grades 3 thru 8 for the 2024 CAASPP Testing window for perfect attendance. As a Result of this action, we saw a 10% growth in ADA for the Month of May, as compared to the month of April, for OCESD as a whole. This action and action steps will be continued to the 24/25 LCAP and updated to include more specific activities.

3.11 Affinity Clubs:

Provide enrichment/club activities either during the day or after school to connect students to school. This action will be funded through the general fund.

Reflection: Each school was provided the opportunity to create and schedule a regular Affinity Club. This action will begin a new equity of measure for next year, which will include a survey in KELVIN that includes a review and satisfaction survey for the Affinity Clubs and ways

we can improve. This action and action step will be carried over the 24-25 LCAP for further actions and explanation within DOJ Settlement Requirements.

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.

3.1 School Climate and Safety: We will be continuing this action moving forward to the 24-25 LCAP.

3.2 Student Support: We will continue this action moving forward.

3.3 Professional Development: This action and action steps will be utilized moving forward in relation to the DOJ Requirements for the 24/25 LCAP.

3.4 Anti-Bullying: This action and these actions will be continued to the 24/25 LCAP in correlation to PBIS/SEL education and DOJ Requirements.

3.5 Communication: We will continue this goal as it is required by our Title 5 and best practices moving forward to the 24/25 LCAP.

3.6 School Attendance: We always look to improve on our attendance as a district/school. We will continue this goal moving forward to the 24/25 LCAP.

3.7 Equity and Culturally Responsive Climate: We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.8 Alternatives To Suspension: We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.9 Foster Youth and Homeless: We have imbedded these actions into our everyday routines at our schools and with DOJ Settlement having 1 more year, we will continue this action and action steps into the 24/25 School Year.

3.10 Attendance Incentives: This action and action steps will be continued to the 24/25 LCAP and updated to include more specific activities.

3.11 Affinity Clubs: This action and action step will be carried over the 24-25 LCAP for further actions and explanation within DOJ Settlement Requirements.

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	Increase inclusion and attendance by providing academic and behavioral supports to boost attendance and academic achievement, and reduce student suspensions. OCESD will provide ongoing professional development for all staff in the area of Culturally Responsive PBIS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension	18 - 19 Dashboard 16.3% Suspension for SWD	NA	11% Suspension for Students with Disabilities (SWD)	As of May 10, 2024: 11% is the Suspension Rate for Students with Disabilities (SWD)	8% Suspension for SWD
Chronic Absenteeism Dashboard	Chronically Absenteeism Attendance 2018-2019 29.6% For SWD	NA	Chronically Absenteeism Attendance 2021-2022 was 53.1% for SWD	As of May 10, 2024: 38% is the Chronically Absenteeism Rate for SWD	56% Chronic Attendance for SWD
ELA Dashboard	2018-2019 ELA Dashboard 119.4 points below standard for SWD	NA	2021-2022 ELA Dashboard 133.5 points below standard for SWD	22-23 Results 131.1 points below standard on ELA Dashboard f for SWD	128.5 points below standard on ELA Dashboard f for SWD
Math Dashboard	2018-2019 Math Dashboard 150.7 points below standard for SED	NA	2021-2022 Math Dashboard 151.7 points below standard for SWD	22-23 Results 146.4 points below standard on ELA Dashboard f for SWD	136.7 points below standard on Math Dashboard for SWD

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.

4.1 Professional Development for Inclusionary Practices and UDL:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.2 Professional Development for CR-PBIS and CPIT:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.3 Professional Development:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.4 Full Inclusion Support:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

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.

No material difference.

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

4.1 Professional Development for Inclusionary Practices and UDL:

Tier 1 PBIS meetings are happening at each site

Academic Strategies for accommodations and modifications Continue Behavior Support Training
Strategies to differentiate instruction to meet the needs of all students and improve student engagement
Staff to attend inclusion, behavior and UDL training. Staff to attend MTSS conference
Sites to further develop their CR-PBIS strategies at all three levels

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.2 Professional Development for CR-PBIS and CPIT:

Send a team to PBIS conference.
More training and implementation on the restorative chats. Further develop circles throughout the district.
Additional re-entry training to ensure a comprehensive plan is developed.
Continue to train staff, including classified staff on de-escalation strategies.
Continue to provide Crises Prevention Intervention Training (CPIT) for both classified and certificated staff.
Train general education staff on how to read and implement a BIP.

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.3 Professional Development:

Train staff on UDL Strategies
Training on how disabilities impact learning
Training on IEP and how to implement modifications and accommodations
Provide training on Culturally Responsive Instruction and racial sensitivity
Provide training on trauma causes and trauma specific instructional and behavioral strategies

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.4 Full Inclusion Support:

Hire a Behavioral or Inclusion Specialist
Provide Training to Staff on Inclusion Strategies and Supports Explore and support Co-Teaching Model

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

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.

With the creation of the 24/25 LCAP Template and Legislative Reporting Requirements, we will not be continuing Goal 4 to the new 24/25 LCAP. We will be including 2 new Equity Multiplier Goals (#3 and #4) for our 2 Middle Schools that will focus on our SWD Students that are Red on the current state Dashboard for Suspensions, ELA and Math Progress; along with the other identified areas of Homeless, Hispanic and Two or More Races in ELA, Math and Suspensions. We will include SWD strategies in LCAP Goal #1, #2, and #5 for Ophir Elementary, and Wyandotte Elementary who need support in ELA, Math and Suspensions as Identified by a Red Dashboard Rating.

4.1 Professional Development for Inclusionary Practices and UDL:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.2 Professional Development for CR-PBIS and CPIT:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.3 Professional Development:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

4.4 Full Inclusion Support:

Reflection: Our sites conducted this goal and included all SWD Students and Staff and specific actions will be included in overall goal for 24-25 LCAP Moving Forward, Goal 4 Will be incorporated with Goal 2.

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



Oroville City Elementary School District

Moving forward together...impacting the future one student at a time.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville City Elementary School District

CDS Code: 04615070000000

School Year: 2024-25

LEA contact information:

Spencer Holtom, Ed. D.

Superintendent

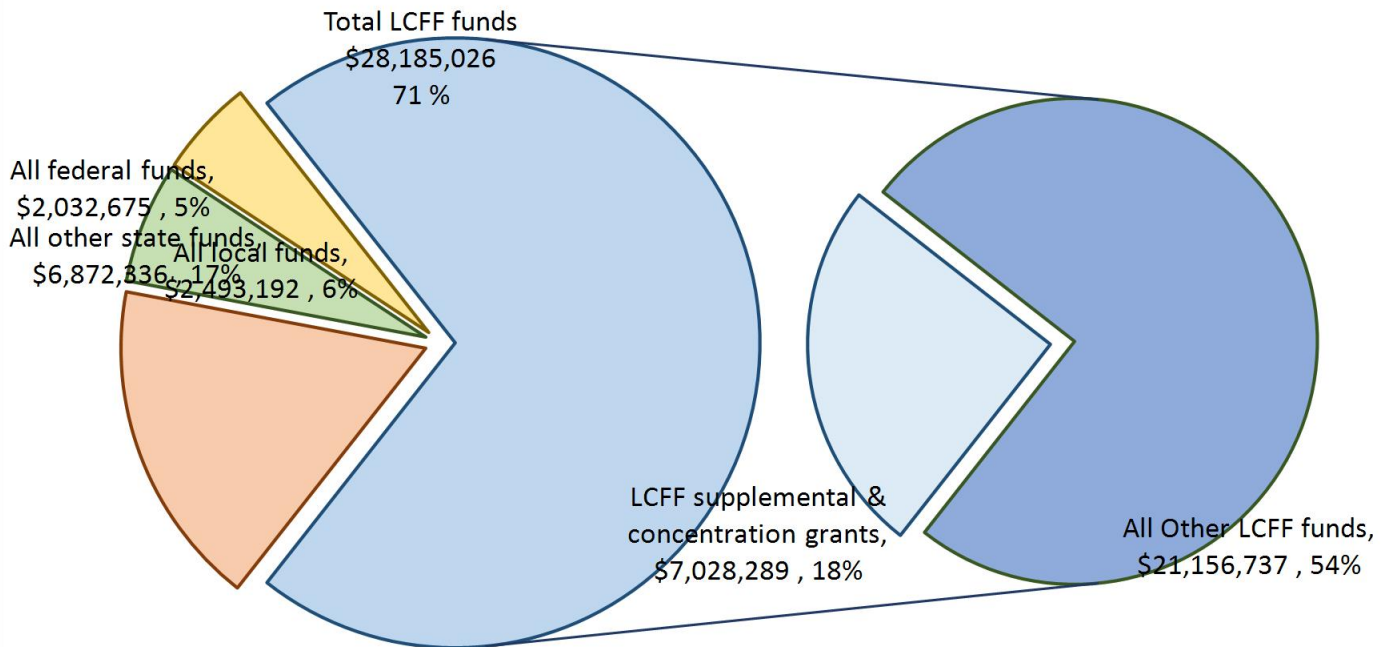
sholtom@ocesd.net

(530) 532-3000

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

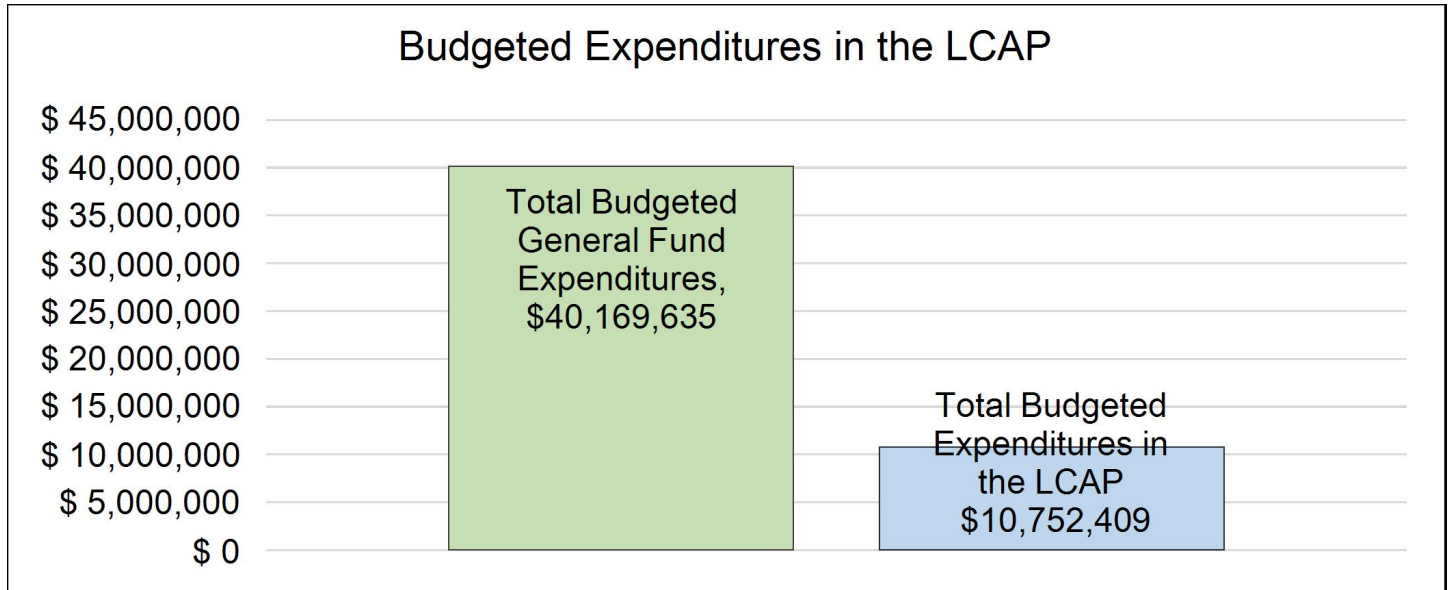


This chart shows the total general purpose revenue Oroville City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oroville City Elementary School District is \$39,583,229, of which \$28,185,026 is Local Control Funding Formula (LCFF), \$6,872,336 is other state funds, \$2,493,192 is local funds, and \$2,032,675 is federal funds. Of the \$28,185,026 in LCFF Funds, \$7,028,289 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 Oroville City 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: Oroville City Elementary School District plans to spend \$40169635 for the 2024-25 school year. Of that amount, \$10752409 is tied to actions/services in the LCAP and \$29,417,226 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

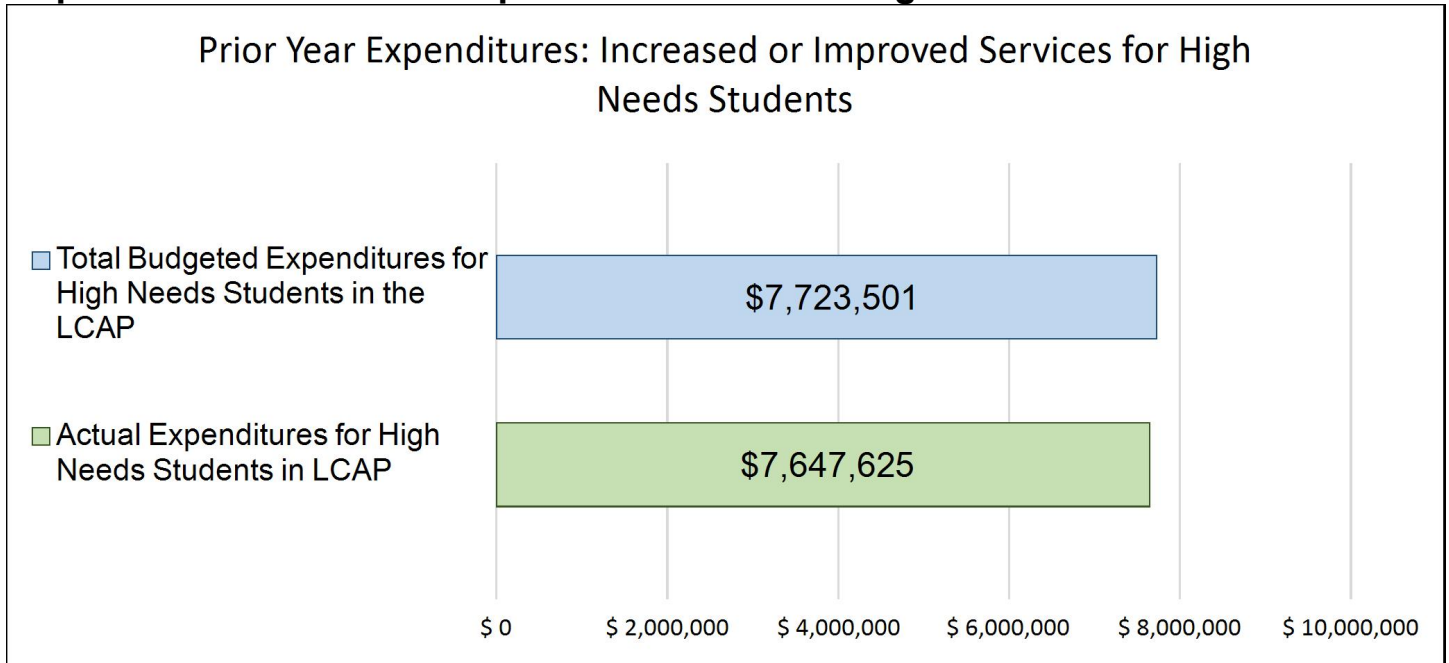
General Fund Budget Expenditures not included in the LCAP consist of operational costs, the costs of administration and the costs of the core educational program included general and special education classes.

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

In 2024-25, Oroville City Elementary School District is projecting it will receive \$7028289 based on the enrollment of foster youth, English learner, and low-income students. Oroville City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oroville City Elementary School District plans to spend \$7879235 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 Oroville City 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 Oroville City 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, Oroville City Elementary School District's LCAP budgeted \$7723501 for planned actions to increase or improve services for high needs students. Oroville City Elementary School District actually spent \$7647625 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-75,876 had the following impact on Oroville City Elementary School District's ability to increase or improve services for high needs students:

This decrease was primarily due to employee turnover and difficulty filling positions. This decreases services to high needs students.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oroville City Elementary School District	Spencer Holtom, Ed. D. Superintendent	sholtom@ocesd.net (530) 532-3000

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.

The Oroville Community:

The Oroville City Elementary School District is located in the historic goldrush town of Oroville, home to the tallest earth filled dam in the United States. Oroville is situated at the base of the Sierra Nevada foothills in northern California’s Sacramento Valley. Originally called Ophir and renamed Oroville in the late 1800’s, the “City of Gold” was once the largest mining community in California and the fifth largest town in the state. Olives, nuts, and mandarins were also grown in the area, and these crops continue to be grown today. Grapes and wineries have also sprung up in the area, bringing new restaurants and visitors to the town. A yearly salmon festival, timed when the salmon are spawning in the Feather River, educates locals and visitors about the salmon and the environment. The downtown is experiencing a resurgence in renovation of the old buildings. The historic Oroville Inn has been beautifully restored and now houses students from the local Lineman’s College, a training facility that prepares them for work on utility lines. The community is also home to a Chinese Temple, built in 1863, by the many Chinese citizens that were a vital part of the community.

Oroville is the county seat of Butte County. According to the most recent "Data USA" report, Oroville's population is 20,041. Residents have a median household income of \$45,198 and a median age of 36.70. The largest employers in the area are health care, government, and retail. Caucasian, Hispanic and Asian, with Hmong representing the largest segment of the Asian population, represent the three main races in the community. Approximately 23.3 percent of residents live below the poverty line.

The Oroville City Elementary School District:

There are seven schools within the District. Of these, four are TK-5 elementary (Oakdale Heights, Ophir, Stanford Avenue and Wyandotte Academy). Two are middle schools (Central, and Ishi Hills, both 6-8). Another school (Sierra Del Oro) houses a regional, severely handicapped preschool program, along with a California Children Services (CCS) medical therapy unit. Oroville City Elementary is the second largest school district in the county in terms of student enrollment.

Of the District's 2,128 TK-8 students, approximately 80.24 percent qualify for free or reduced lunch. Although the District has been diligent in providing student interventions and striving to reduce the number of students receiving special services, approximately 25 percent qualify for special education. English Learners comprise 7.0% of the student population are EL students with Spanish and Hmong students making up our two significant EL subgroups. Approximately 2.1% of our students have been in foster placements, while 139 homeless students account for 6.5% of the student population. The District works collaboratively with foster and homeless liaisons in neighboring districts and the county to accommodate the needs of homeless and foster students. Because of the high number of students from low socio-economic backgrounds, as well as the high percentages of foster, homeless and special needs students, the District provides free bus transportation to support student attendance.

The mission of the Oroville City Elementary School District is to empower all of our students to be successful life-long learners and citizens. We commit to concrete actions to achieve excellence in education and the success of all our students and staff by providing an educational environment that promotes equity, access and inclusion in every aspect of our organization. We are committed through actions to provide each student with a quality education where all students can feel safe and respected. The District's goal is to ensure that district-wide, all personnel have the training and resources they need to create a climate of safety, mutual respect, and equity through the use of evidence-based and promising practices. We collectively commit to treat all students with the following values, expectations and opportunities:

All OCESD students will have the opportunity and support to thrive due to a culture of respect, equitable treatment, acceptance and encouragement.

Student safety is non-negotiable; the district will utilize a multi-tiered system of prevention and evidence-based responses to create a nurturing, safe school climate that is maximally conducive to learning.

The District is committed to be maximally inclusive, and to stop and prevent shaming, isolation, and discriminatory practices in discipline, consistent with state and federal law, and provide staff with training and resources to eliminate all forms of bias and provide a culturally responsive and supportive climate for students of all protected characteristics.

The District is committed to routine review of disciplinary data and accountable, transparent action steps to ensure we are treating all of our students fairly and equitably in the administration of discipline, without regard to any protected characteristic or category.

The District is committed to ensuring consistent and equitable implementation of research-based alternatives to punitive discipline and to using exclusionary discipline as a last resort after exhaustion of alternatives. Such research-based alternatives will focus on a continuum of both prevention and evidence-based responses including: a) positive behavioral strategies, b) Restorative Practices, and c) other SEL (social emotional learning) skill building practices.

The District is committed to shaping our policies and practices to ensure we are working with the students who exhibit social behavioral issues, and their families. We will hold ourselves accountable to ensure that the students remain maximally engaged in the District's educational program and are given every opportunity to reach their potential by not limiting their instructional and engagement opportunities.

The District is committed to taking effective and prompt steps to prevent and eliminate harassment and remedy its effects on any students based on any protected characteristic or category. We will work to achieve this through implementation of evidence-based bully prevention, positive behavioral support strategies, Restorative Practices, anti-bias training, and SEL skill building.

Teachers are provided multiple opportunities to learn about and implement the California State Content Standards (CSCS). K-8 teachers began developing ELA pacing guides and selecting assessments to measure students' progress towards meeting the ELA standards. In 23-24 teachers begin completing Blue Print Benchmark assessments in Illuminate and will continue to begin the 24-25 school year. A new science program was adopted for 6 - 8 grade in 20-21 and a new social studies/history adoption will occur in the 25-26 school year. For the 24-25 and 25-26 School year, the District has successfully negotiated a 2 year MOU that provides Minimum Days every Wednesday in Which Teachers will have 21 Days through the Year to focus on local/site PLC and 4 times throughout the year to meet for a Districtwide grade-level/content area Correlation Meeting to review Intervention, Benchmark and Progress Data.

In the 24-25 school year our District will be in the fifth year of a five-year settlement with the Department of Justice. We have a monitor assigned to us and she has provided professional development centered on CR PBIS, implicit/explicit bias, and strategies to de-escalate behavior. In addition, the school PBIS teams have met monthly for team training and to work on their school's implementation of PBIS. During the 23-24 school year staff was trained on trauma informed instruction, SEL learning strategies, Restorative Justice, Restorative Practice, Restorative Circles, FBA (Functional Behavior Assessment) completion/implementation and de-escalation strategies. The PBIS teams were trained in Tier Two interventions and the roles and function of Tier Two PBIS.

Ishi Hills and Studios at Central Middle School have been qualified as Equity Multiplier schools for the 24/25 School Year. The specific areas/subgroups that were used to qualify Ishi Hills and Studios at Central Middle School were Homeless (in the areas of Suspension, ELA and Math), Hispanic (In the areas of Suspension, ELA and Math) and Two or More Races (In the areas of Suspension, ELA and Math).

Reflections: Annual Performance

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

ELA

On the dashboard in the 2023 dashboard shows the district 69.7 points below standards with 7 subgroups at the Very Low category reporting below standards scores of: SES 80.4, Homeless 118.7, African American 101.4, American Indian 106.8, SWD 133.5 and Foster Youth 134.1. The 2023 Dashboard for English Language Arts we scored Red at 77.7 points below standard and the three groups in the lowest performing band and reporting the largest performance gap are; SWD at 131.1, Homeless 112.3, Foster Youth 155.1, American Indian 123.5 and African American 126.4. The two years Dashboards indicate an overall 8 Point drop, a 2.4 in SWD, a 25 point drop in AA, 2 point drop in Homeless, a 16.7 drop in American Indian and a 21 point drop in Foster Youth.

In looking at CAASPP data there is a 11% loss in the All grouping going from 22% of students who met or exceeded in ELA in 21-22 to the spring 22-23 CAASPP scores that went down to 21.44% met or exceeded standards. The biggest gap in performance is at 15% gap, Foster Youth at 8% and All students are at 23%. This is being addressed with in our Goal 1 in our LCAP.

The Specific Sites, Subgroups, and Areas of Identification that were listed as being Red on the 2023 Dashboard Results include the following areas:

OCESD as a District had Red California Dashboard in the following Areas:

ELA:

- English Learners
- Foster Youth
- SWD
- African America
- American Indian
- Hispanic
- Two or More Races
- White

Math:

- English Learners
- Homeless
- SED
- African America
- Hispanic
- Two or More Races

Suspension:

Foster Youth
Homeless
Hispanic
Two or More Races

Ishi Hills Middle School had a Red California Dashboard in the following Areas:

Suspension:
Hispanic

Chronic Absenteeism:
SED
SWD

ELA:
SED
SWD
Hispanic

Math:
SED
Two or More Races
White

Oakdale Heights Elementary had a Red California Dashboard in the following Areas:

ELA:
SED
White

The Studios at Central Middle School had a Red California Dashboard in the following Areas:

Suspension:
SED
SWD
Hispanic
Two Or More Races

ELA:
SED

SWD
Hispanic
Two or More Races
White

Math:
English Learners
SED
SWD
Asian
Hispanic
Two or More Races
White

Ophir Elementary had a Red California Dashboard in the following Areas:

ELA:
SWD

Stanford Avenue Elementary had a Red California Dashboard in the following Areas:

ELA:
SED

Wyandotte Academy had a Red California Dashboard in the following Areas:

Suspension:
Two or More Races

ELA:
SED
SWD
White

Math:
SED
SWD

OCESD the following schools received the lowest performance levels, as recorded by the California Dashboard Indicator, for all student groups are as follows:

Ishi Hills Middle School : Math
Stanford Avenue Elementary: ELA
Wyandotte Academy: ELA, ELPI
Oakdale Heights Elementary: ELA
The Studios at Central Middle School: Suspension, ELA, Math

i-Ready, our local measure,

Our lowest performing schools completed CSI for the past three years and will exit for the 24/25 school year. To continue our support of the schools who are no longer in CSI and to address the low achievement scores the district will be continuing the four teachers. One will lead PLC meetings at schools for data analysis and plan the reading units in Wonders. Training from the Science of Reading will be infused into the meeting. The other three staff members will be used to release teachers for the data/planning meetings. This will be reflected in the SPSA plans for our schools.

Staff identifies that our substitute shortage and student behavior is impacting behavior. When a teacher is absent for the day and there is not a substitute and students have to be sent in different groups to a variety of classes for coverage. This impacts learning for each class supporting a new group of students and the class of students being split into different groups. In addition, extreme student behavior is distracting the learning for all students

Math

CA Dashboard results In 2023 our performance gap reports students below standards at 83 and the sub groups are as follows: White 92.3, American Indian 138.6, African American 150.6, Homeless 120.6, Foster Youth 151.8 and Students with Disability 146.4 and Socioeconomic Disadvantaged 110.3. Our largest performance gap is 81.3 points from standard. The Dashboard inn 2022 for math reflects at 92.8 points below standard with six subgroups in the Low level reporting distance from Standards as follows; Socioeconomic Disadvantaged (SES) 103.3, Homeless 113.9, African American 130.9, American Indian 145.2, Foster Youth 175.2 and Students with Disabilities (SWS) 151.7. Pre pandemic math was 69.4 points below standard a 23.4 point difference.

Our CAASPP scores report very low performance levels. In the 2023 CAASPP data reports our All performance is at 4.9% loss from 22 to 23 School Years. Our lowest subgroup is the Foster Youth at 4% which aligns with the Dashboard. In addition, to having multiple students in the Foster Youth subgroup that also are included in multiple subgroups; which will be addressed in Goals 1, 2 and 3 in 24-25 LCAP.

i-Ready math, our local measure, reports students have demonstrated a 10% growth across the board in I-Ready for the 23-24 School Year.

We also have begun the implementation of Inspect Benchmarks in place of I-Ready benchmarks to explore more correlation data from our Benchmark to our State Testing Results.

The Studios @ Central and ISHI Hills Middle School is also eligible for additional new state funding, Equity Multiplier. To support the middle school leaders as they engage with accountability measures, BCOE's Differentiated Assistance Team will provide partnership throughout the process.

Reflections: Technical Assistance

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

OCESD is in its fourth year of a settlement with the DOJ. OCESD continued to provide training with staff on high leverage practices, providing SEL lessons, behavior specific praise, de-escalation strategies, trauma informed practices and building a robust PBIS system of support. This year restorative practices was added to the professional development plan and implementation phase of the three year plan. Classrooms did an excellent job of implementing Class Circles to create stronger student connections and allow a space for problem solving in the classroom. Staff implemented Restorative Questions to get at deeper level of understanding on a student problem and learning how to repair any harm that was caused. This also continued in re-entry plans for students who returned from a suspension to help prevent further behavior problems. Suspensions went from 1,046 in 17-18 school year to 280 as of May 8th, 2024. This is a significant change, even though the full year of data is not in yet.

We are building a stronger PBIS Tier 2 and 3 at all the schools. This has been supported with two additional Educational Therapists and an additional counselor that will be continued through the 24-25 School Year. To strengthen PBIS we brought in an electronic reward system for Tier one and offered student store rewards. Tier 2 and 3 was strengthened this year with ensuring all campuses had a minimum of three interventions at tier two, tracking the success and defining the decision rules for when students go in and out of an intervention. Counselors were trained on developing Behavior Intervention Plans (BIPs) and small group counseling strategies, and the Tier 2 teams at the sites were supported with a consultant on how to run the meetings, collect the data, and implement plans. All Educational Therapists, Counselors and School Psychologists will have been fully trained on FBA Processes and Practices to ensure appropriate FBA's are being conducted at the School Sites. All schools have begun to include Functional Behavior Analysis (FBA's) as part of the Tier 3 intervention and have at least two interventions for Tier 2. These interventions help support students who have challenges in following school norms. I anticipate the Dashboard next year will reflect elevated scores for our elementary schools.

The Curriculum and Instruction Department has been attending Monthly "LCAP Journey Meetings" in preparation for the creation of the LCAP as well as ensuring current processes are taking place.

The Curriculum and Instruction Department has also been attending regular "Curriculum Meetings" to ensure the district is conducting like services and is hearing outside planning ideas from neighboring districts.

The California Dashboard was utilized to determine state and federal accountability measures. Through criteria connected to the CA Dashboard outcomes,

OCESD is eligible for Differentiated Assistance (DA). This two-year process will involve support from BCOE and the California Collaborative for Educational Excellence (CCEE). OCESD is in a status of DA 2.5 and required the assistance from CCEE because we have had 3 or more student groups consistently being identified as underperforming over the last four years.

The Curriculum and Instruction Department/District has met with BCOE administration this year to ensure LCAP, Differentiated Assistance and Equity Multiplier steps are in Progress and Include the following support:

Differentiated Assistance Team will include Threshold Rising. As a first step in this process, John will listen to the experiences and perspectives of educators, students, and the community. The process will begin during the week of April 8. Through a virtual format, the consultant will conduct informational interviews. These interviews will be held individually to learn more about the staff, students, and their school community. A set number of questions will be asked amongst all participants.

During the week of April 25, school leaders and their designees will join Threshold Rising Consultants to walk through a school day. The day will be filled with opportunities for observation and data collection to learn more about the schools, its programs, and the community. Steps will be taken to create a well-informed strategic Single Plan for School Achievement (SPSA/CSI-ATSI). In addition, OCESD's Local Control Accountability Plan will incorporate systemic support informed by this process. While the 2023-24 school year is coming to a close, BCOE's partnership with OCESD will continue into the 2024-25 school year. We look forward to providing support through implementation as the improvement journey continues.

Ishi Hills and The Studios at Central have begun working with a coach/trainer to guide overall program improvement at the schools, in coordination with BCOE and the CDE's required Differentiated Assistance. The trainer has met with District and Site Principals to discuss services, has met with each site's staff, visited each site and has begun planning for the 24/25 school year.

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.

Studios at Central Middle School qualified for the CSI funding for the 24-25 School Year.

Support for Identified Schools

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

Studios at Central will be provided with additional support in the following areas in accordance to CSI support Funding:

The professional development plan was a three-year plan; however staff turnover will necessitate revisiting some of the training. We have one principal and one counselor that are here from year one training. We have had about 25 new staff members each year for the last two years, so a strong onboard training needs to occur to continue momentum.

Behavior - Vice Principal will be maintained (And will be participating in outside Professional Development of Administration Duties for Growth) for the Studios at Central, to support the behavior system. AP's will be trained on Restorative Practices and CR PBIS. The Studios at Central will be implementing the electronic rewards system.

There needs to be a site collection of SIPPS intervention data to be able to measure growth from the intervention program.

Develop metrics to gage effectiveness of instructional aides in supporting student learning in the areas of Math and ELA.

The Studios at Central will utilize their Tier 2/3 PBIS monthly meetings to discuss the academic progress of EL students and determine best course of action.

The Homeless liaison and Counselor will check in regularly, but not monthly. If Homeless or Foster youth need academic support, then they will align with district services.

ELA - The Studios at Central will be hiring 1 Academic Coach (Temporary, Short Term) to support any new ELA teachers. The grade level team will look at data, determine clear standards as the focus of the unit and plan based on student data. These meetings will be facilitated by the Teacher coach and will embed the Science of Reading into the planning process. These meetings will be scheduled and held on a regular basis. To address the coverage for the teachers, three substitutes will be hired to cover classrooms on the PLC days. The focus will be planning by department and focusing on informational reading in the content areas.

Math - The Studios at Central will be using Marilyn Burns, DO as a systematic intervention and staff will receive training from BCOE. In addition, after school tutor program will also develop a systemic after school math and reading tutoring program.

Monitoring and Evaluating Effectiveness

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

2 Times per year (January and April) a systematic review will be completed in regards to Studios at Central's growth and support in the areas of " Suspension, ELA and Math for the Homeless, Hispanic and Two or More Races Subgroups.

The following Metrics will be used:

1. Inspect Benchmark Results: in the areas of ELA and Math broken down for all subgroups, but specifically focusing on subgroups of Homeless, Hispanic and Two or More Race Subgroups.
2. SWIS Risk Ratio Reports: Specifically focusing on Homeless, Hispanic and Two or More Races Subgroups after a review of all listed Risk Ratios for Suspensions.

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
<p>OCESD LCAP Community Stakeholder Group: Includes Parent's from each site in the district, including School Site Members and At-Large Parents who wanted to participate in the LCAP Planning.</p>	<p>The Oroville City Elementary School District is committed to a meaningful stakeholder involvement in the development of the LCAP. During the 2023 - 2024 school year for the Creation of the new LCAP for the 2024-2025 School Year, the District coordinated different meetings to disseminate LCAP information and involve parents/community members. We met on March 5th, to review data review LCAP Goals and put input on a new direction moving forward. We also met on March 12th to get full input on Goal 1 and 4 for the new LCAP and input on creating new Goals for the 24-25 LCAP.</p>
<p>OCESD LCAP Community Equity Multiplier School Committee; Ishi Hills: Including Parents, Staff, Admin and Teacher's for site Input on Equity Multiplier Goals</p>	<p>We held meetings on April 18th and April 30th to review reasons for Differentiated Assistance at Ishi Hills, to gain input from site staff and parents regarding Individual Equity Multiplier Goals for Ishi Hills Middle School</p>
<p>OCESD LCAP Community Equity Multiplier School Committee: The Studios at Central: Including Parents, Staff, Admin and Teacher's for site Input on Equity Multiplier Goals</p>	<p>We held a meeting on April 23rd to review reasons for Differentiated Assistance at The Studios at Central, to gain input from site staff and parents regarding Individual Equity Multiplier Goals for Ishi Hills Middle School. A discussion was also led for input and information at a April 9th Staff Meeting with Teacher's and Staff.</p>
<p>Supportive School Climate Advisory/LCAP Committee: includes community members from the local church, NAACP, Parents and Oroville City Council Members.</p>	<p>We met on March 5th, to review data review LCAP Goals and put input on a new direction moving forward. We also met on March 12th to get full input on Goal 1 and 4 for the new LCAP and input on creating new Goals for the 24-25 LCAP. A discussion was also led for input and information at a April 9th Staff Meeting with Teacher's and Staff.</p>

Educational Partner(s)	Process for Engagement
California School Employees Association: Including various members and Union Leadership from CSEA on LCAP Goals and Funding.	The CSEA Negotiations Board met with the Curriculum and Instruction Department to review previous goals and give input on creation of new goals moving forward on February 22nd, 2024.
Oroville Elementary Teacher's Association: Including various members and Union Leadership from OETA on LCAP Goals and Funding.	The OETA and the Curriculum and Instruction Department met 3 times during the year. The dates we met were February 20th, April 23rd and the end of May before going to the County for LCAP Review.
Oroville Elementary Administrative and Confidential Employees: Including Site, District and District Office Administration Input on LCAP Goals and Funding.	Administrators met on January 29, 2024, Feb 26, 2024 and March 6 and 27. Data was presented to the group with an emphasis on Goal 2 and 3. Throughout the year at the administrative meetings there has been ongoing discussion focused on the data for Goal 3 and our work with DOJ. Also, an official LCAP Input Meeting was held with Principals on February 23rd, 2024; Which will be used to create new Goals Moving Forward in 2024-2025 LCAP.
Oroville Elementary Students	Student input was collected through student surveys.
Butte County SELPA Input and Informational Meeting	ON 5/29/2024, OCESD Meet with the SELPA Director for Butte County and received input and guidance on Special Education Requirements and needed mentions for the 24/25 LCAP Plan.

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

The overall goal of the LCAP is to create a model of "Continuous Improvement" upon the educational outcomes for all students demonstrates growth and results in improvement of overall student achievement. The current LCAP is structured around five main goals and reflect each comment listed below the description of each LCAP Goal. Each Goal was originally created from Parent/Staff/Community Feedback. Upon the review and creation of the 24/25 LCAP, Meetings including the following questions:

1. Do you agree with the current goal as written and action steps?
2. Should we continue with this goal?
3. What should we update in the goal according to the data that I have shared with you today?
4. Do you have any additions or ideas that might enhance our Goal or Actions Steps?

The following Listing of Goals/Input is a result of each of these discussion that led to us crafting, updating and maintaining LCAP Goals and Action Steps for the new 24/25 LCAP Plan. As well as recording what each Stake Holder Groups input was regarding that goal.

LCAP Goal 1. The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair to ensure Williams Act Compliance, Credentialed Assignment Monitoring and FPM Monitoring Requirements.

CSEA Input: "Money that has been documented and assigned for "maintenance of facilities" to meet Williams Requirements should continue. Need for additional Custodial Support at each site. Sites need more campus supervisor hours to ensure campus safety when students arrive early in the morning.

District/Site Administration Input: We need to hire credentialed teachers to ensure we are meeting ELA and Single Subject Requirements at the Middle School Level. New hires need to have more than a "30 Day Credential" to ensure consistency in unfilled positions.

OETA Input: If district has been satisfactory with maintaining "Satisfactory" Williams Visit Results, they support maintaining this goal. OETA supports hiring "Highly Qualified" teachers.

Parent/Stakeholder Input: Parents agreed that we need to hire "Highly Qualified Teachers". Parents also said that facilities need to remain clean and safe for children everyday.

LCAP Goal 2. Improve Student Achievement: The achievement gap will be lessened as student achievement increases among all students, including foster youth, special education, socio-economically disadvantaged, and EL students, in the areas of Math and ELA.

CSEA Input: We need to improve our scores as a district, we are low.

District/Site Administration Input: We are looking at Benchmark procedures and PLC Steps to begin the 24/25 School Year. We need Reading and Writing Instruction to improve. We need to have structured "Interventions" to show improvement at testing grade-levels next year.

OETA Input: OETA supports keeping the Reading Coaches for Elementary and Intervention Teachers at the Middle Schools.

Parent/Stakeholder Input :Two parents suggested tapping into the parent pool for volunteers in class—even just as an extra adult body to curb behaviors—and for other school activities. Parents want to help and just need to be asked!

We NEED a strong music and art program. Not just at the middle schools. Our elementary students need music and art starting in kindergarten. Need shared language between classes and school sites. Teachers need to agree on some universal terms to use, starting in kindergarten, so that when a student transfers to a new class or school site, they are not lost because a teacher is using unfamiliar terms. Parent example: third grade student transfers into a class where the teacher uses the word "contrast," but that student's previous teacher never used that term, so the student is at a disadvantage. More training for instructional aides. Teachers need to accept that students have different learning styles. What may look like bad behavior is actually a student struggling because they learn differently and need different kinds of support and instruction. I-Ready is not working. Students need teachers to be more hands-on with teaching,

LCAP Goal 3. Ishi Hills Middle School will utilize assigned additional funds to address specific subgroups and areas of concern included in Equity Multiplier Measure; which include sub groups Homeless (Suspensions and Academics), Hispanic (Suspensions and Academics), and Two or More Races (Suspension and Academics).

CSEA Input: We need to improve our scores as a district, we are low.

Site Administration Input: We need to hire "Highly Qualified" teachers for our Master Schedule. We need to ensure Benchmarks are being utilized in the appropriate way. We need to work as a team at this site and function as a PLC Site.

OETA Input: OETA supports keeping the Reading Coaches for Elementary and Intervention Teachers at the Middle Schools.

Parent/Stakeholder Input: Would like a Wellness Center/Reset Room at Ishi like at the Elementary Schools. More group work in classrooms. Redesign schools so that they are communities that kids want to belong. Redesign schools so that they are communities that kids want to belong to. Constantly remind parents and students that the school is a community, and arrange activities. Kids don't want to miss school because they'll miss these fun activities. Don't connect the fun activities with ASP. In the past, a child had to go to ASP to be a part of basketball or other sports/activities. Have them as a part of their school; pay a parent or teacher a stipend to be in charge, NOT the ASP teachers (no training). Transparency and communication. Teachers don't all use the same method to communicate; some use Dojo, some use Google Classroom, some use Parent Square. Need a universal way to communicate.

LCAP Goal 4: Studios at Central Middle School will utilize assigned additional funds to address specific subgroups and areas of concern included in Equity Multiplier Measure; which include sub groups Homeless (Suspensions and Academics), Hispanic (Suspensions and Academics), and Two or More Races (Suspension and Academics).

CSEA Input: We need to improve our scores as a district, we are low.

Administration Input: We need to raise the level of "Instructional Rigor" at Studios. We need to set expectations for lesson plans and planning for instruction. We need to create PLC's at Studios. We need to work as a team.

OETA Input: OETA supports keeping the Reading Coaches for Elementary and Intervention Teachers at the Middle Schools.

Parent/Stakeholder Input: We need a Faculty Retreat to build a team and set goals for next year as a staff and the Principal. We need to have teacher's using lesson plans in class. We need to improve attendance at the school, many kids miss all the time. Maybe our teacher's and principal should go see how other sites do their job and how there sites work? We need to support our Homeless students if they need support. We feel we should have Parent Support Groups and more Community Activities at Studios.

LCAP Goal 5: The District will improve school safety, and demonstrate a strengthened Social Emotional Learning Program for all students in OCESD.

CSEA Input: We need to ensure that students are safe and they take care of the school. Too many students damage school and not enough consequences.

Administration Input: We need to ensure our PBIS Tiered Interventions are fully explained and functioning correctly. Restorative Practice needs to stay, it works for a large number of students. Many of our students need counseling and mental health services, now more than ever.

OETA Input: PBIS work puts a stress on teachers and teacher's are not trained to be counselors. We need more consequences for kids when they disrupt class and make threats to staff members.

Parent/Stakeholder Input: Wellness center/reset room at Ishi like at the elementary schools. Working in groups in classrooms. Redesign schools so that they are communities that kids want to belong to. Constantly remind parents and students that the school is a community, and arrange activities. Kids don't want to miss school because they'll miss these fun activities. Don't connect the fun activities with ASP. In the past, a child had to go to ASP to be a part of basketball or other sports/activities. Have them as a part of their school; pay a parent or teacher a stipend to be in charge, NOT the ASP teachers (no training).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair to ensure Williams Act Compliance, Credentialed Assignment Monitoring and FPM Monitoring Requirements.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

OCESD has strived to maintain facilities in good condition. Our facilities consistently receive a "good repair" in our FIT reports and students have indicated the facilities are clean as measured below. Due to this we want to maintain our goals and continue to meet or exceed the goals.

OCESD has been able to meet all requirements of the Williams Act (facilities and Instructional Materials) during the past 3 fiscal years and including the staff, routines and materials needed to maintain these successful levels; make this goal a pivotal part of meeting requirements and maintaining a positive learning environment.

Our desire to maintain highly qualified staff is measured by appropriately credentialed teachers and students', parents, community members, staff, administration and teachers input of School Climate Surveys conducted during the 23-24 School Year. Every member of our Community LCAP Input Groups (CSEA, Parents, Community Members, OETA, Administration and Stakeholders) feel that the key to raise student achievement begins with the hiring of Highly Qualified Teachers.

Survey regarding school connectedness, Facilities, academic motivation, and caring adults all include the idea of schools being clean and well maintained as a key factor to school success. These areas also were mentioned during LCAP Input Meetings by all participating groups.

On the Annual LCAP Input Survey Conducted during the 2024 School Year Parents, Community Members, and Stakeholders report:
 74% Believe the building is well-maintained
 64% Feel their school is safe
 66% Feel a part of the school.

On the Elementary School Climate Survey, 2024, Elementary Aged students report:
 73% of the school buildings are clean most or all of the time.
 87% Like their school
 90% report high or moderated on school connectedness.
 83% high or moderate academic motivations.

On the Middle School Climate Survey, 2024, Middle School Aged students report:
 61% agree or strongly agree they feel a part of the school.
 73% agree or strongly agree their school is usually clean and tidy.
 76% answered pretty much true or very much true that there are caring adults at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 Credentialed Teachers	87% of Teacher's are Highly Qualified for the 23-24 School Year.			100% Level of Highly Qualified Teachers Districtwide	
1.2	Priority 1 Satisfactory on Williams Act Annual Review of Facilities	23-24 School Year was Satisfactory			Maintain Level of Satisfactory Compliance with Williams Act Facilities Reviews	
1.3	Priority 1 Sufficient Instructional Materials	23-24 School Year was Satisfactory			Maintain Level of Satisfactory Compliance with Williams Act Facilities Reviews	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staffing	The District will hire and retain a highly qualified staff through a highly competitive salary schedule, comparable to districts identified in the collective bargaining agreements. This expenditure is part of our general fund and is not being recorded in our Supplemental and Concentration Fund. This commitment is crucial as we address the Red Dashboard Indicators from the state of California, particularly focusing on the subgroups of English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.	\$0.00	No
1.2	Maintenance of Facilities and Compliance with Williams Act	The District will hire, train, and utilize maintenance, grounds, custodial, and clerical staff as needed to ensure Williams Act Compliance on an annual basis. This commitment is essential as we address the Red Dashboard Indicators from the state of California, particularly focusing on the subgroups of English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.	\$82,062.00	Yes
1.3	Teacher Development	OCESD will contract with the Butte County Office of Education to provide induction services for our teachers, ensuring and maintaining Highly	\$24,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Qualified Status in compliance with local and state credentialing guidelines. This initiative is critical as we address the Red Dashboard Indicators from the state of California, particularly focusing on the subgroups of English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>		
1.4	Substitute Teachers	<p>To support professional development activities and to cover routine teacher absences, the District will maintain our current daily rate, which is comparable to local districts and was raised to ensure a healthy pool of substitutes is maintained. This is particularly important as we address the Red Dashboard Indicators from the state of California, focusing on subgroups such as English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$80,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Student Achievement: The achievement gap will be lessened as student achievement increases among all students, including Foster Youth, Students with Disabilities, White, African American, Asian, American Indian, Two or More Races, Socio-Economically Disadvantaged, and English Learner students, in the areas of Math and ELA.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

22-23 California Dashboard results for OCESD were below expected outcomes and demonstrated Red Indicators on the California Dashboard for 14 Different Subgroups for ELA and Math:

ELA: English Learners, Foster Youth, Students with Disabilities, African American, American Indian, Hispanic, Two or More Races and White Students.

MATH: English Learners, Homeless, Socioeconomically Disadvantaged, African America, Hispanic and Two or More Races.

We also discovered that our IReady Data is not correlating to our State Test Scores and we have decided to implement the use of INSPECT Benchmarks for our local assessment data, PLC Focus and Intervention Planning.

Our Dashboard Results demonstrated a stagnate and slight lowering of scores from the year before and required us to review local assessments that are currently in use as our guide for student intervention, test prep and academic deficiency support.

A majority of Goal #2 from the previous LCAP included mandated program maintenance and we will update this goal to include our red indicator dashboard subgroups, as well as updating our local assessment strategy (including PLC Model with INSPECT Benchmarks).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 SBAC Scores Math	Math CAASPP Spring 2023 Met or Exceeded Standards 17% All Students 14% EL students 6% SWD 13% SED 2% Black 6% Am Indian 17% Asian 16% Hispanic 17% Two + Races 19% White			CA State Math Proficiency Levels for 22-23 Met or Exceeded Standards 35% All Students 10% EL students 12% SWD 23% SED 17% Black 22% Am Indian 17% Asian 23% Hispanic 49% Two + Races 49% White	
2.2	Priority 4 SBAC ELA Scores	ELA SBAC Spring 2023 Met or Exceeded Standards 21% All Students 19% EL students 6% SWD 17% SED 10% African Am. 10% Native Indian 22% Asian 19% Hispanic 19% Two +Races 23% White			CA State ELA Proficiency for 22- 23 Met or Exceeded Standards 47% All Students 31% EL students 16% SWD 35% SED 30% Black 34% Am Indian 75% Asian 36% Hispanic 60% Two + Races 61% White	
2.3	Priority 8 Local Academic Benchmark	OCESD will begin INSPECT Benchmark Testing Schedule 3			Meet or Exceed State Levels for MATH and ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>times a year (Previous to CAASPP Testing Window) District will evaluate Benchmark Data and design 3 Targeted Intervention Sessions that will prepare our students for state testing. Our Baseline will be to beat the 22/23 Percentage Rates for students who met proficiency for Math and ELA: Currently Math: 16.83% and ELA at 21.44%.</p>			<p>with Benchmark Data Results:</p> <p>CA State ELA Proficiency for 22-23 Met or Exceeded Standards</p> <p>47% All Students 11% EL students 16% SWD 35% SED 30% Black 34% Am Indian 75% Asian 36% Hispanic 60% Two + Races 61% White</p> <p>CA State Math Proficiency Levels for 22-23 Met or Exceeded Standards</p> <p>35% All Students 10% EL students 12% SWD 23% SED 17% Black 22% Am Indian 17% Asian 23% Hispanic 49% Two + Races 49% White</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 2: Progress in implementing academic standards	<p>Implementation Survey 2024</p> <p>English Language Arts 10% Explore and Research 6% Beginning Development 35% Initial Implementation 58% Full Implementation</p> <p>English Language Development 12% Explore and Research 4% Beginning Development 27% Initial Implementation 57% Full Implementation</p> <p>Math 8% Explore and Research 15% Beginning Development 31% Initial Implementation 46% Full Implementation</p> <p>History</p>			<p>Target Results for Survey:</p> <p>English Language Arts 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation</p> <p>English Language Development 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation</p> <p>Math 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation</p> <p>History</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% Explore and Research 12% Beginning Development 28% Initial Implementation 42% Full Implementation Science 27% Explore and Research 20% Beginning Development 23% Initial Implementation 30% Full Implementation			0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation Science 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation	
2.5	Priority 4: Reclassification Rates	19% of EL Students were Reclassified in 22-23			30% of EL Students will be Classified.	
2.6	Priority 4: ELPAC Proficiency Rates	21% of EL Learners increased a level in 22-23			40% or more EL Learners will increase a level of EL Status.	
2.7	Priority 7: Broad Course of Study	All students, including unduplicated pupils and individuals with IEP's in grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the			District will maintain and support all students, including unduplicated pupils and individuals with Special Needs in grades 6-8 have equal access to English/language	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		master schedule and Service Log's for students with IEP Services.			arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule and Service Log's for students with IEP Services.	
2.8	Priority 5: Middle School Drop-out Rates	The middle school dropout rate was 0% in 2022-23			The Middle School Dropout Rate will remain at 0%.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Classroom Supply Budget: Each regular education classroom will be assigned a \$500 budget.	Teachers will be provided a budget to ensure access to supplemental curriculum resources not provided at the sites. While the District will maintain this support, there is currently no accurate measure of effectiveness; however, this initiative is vital for maintaining teacher morale. This approach is particularly important as we address the Red Dashboard Indicators from the state of California, focusing on subgroups such as English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.	\$44,275.00	No
2.2	Professional Development:	<p>A. The District will provide certificated, classified, and administrative staff with professional development to continually update their skills, and learn best practices related to improving student learning and academic achievement.</p> <p>B. School Site PLC Meetings will take place 2 times per month, on Minimum Day Wednesday's upon the MOU with OETA of District Directed Activity Days. These meetings will be used to analyze Benchmark Data, to share best practices, analyze other student data, explore new mindsets for raising student achievement; supporting struggling learners with targeted interventions and specific discussions/planning in the subgroups of English Learners, Foster Youth, Students with Disabilities, African America Hispanic Two Or More Races, Asian in the areas of MATH and ELA.</p> <p>C. Provide for new teachers Math, ELA, Science to support standards and curriculum implementation during New Teacher Orientation Week.</p> <p>D. Provide on-going site/district training on PLC Revitalization, PLC Implementation, PLC Procedures/Norms, PLC Expectations, and PLC Continuous Improvement with Partner WESTEd and the Curriculum and Instruction Department. .</p>	\$2,978,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>E. Provide Restorative Practice training including Circles for new teacher's and provide support for any needed situations with District Support Provider from LEAP.</p> <p>F. The use of educational technology to improve pupil performance-- Illuminate Data Review Program and INSPECT Benchmarks.</p> <p>G. Training for paraprofessionals to maximize their effectiveness working with at-risk and students with special needs with an emphasis on de-escalation strategies and campus supervision.</p> <p>H. The District will provide professional development based on curriculum programs such as Illuminate and INSPECT Benchmark Refinement for each grade-level.</p> <p>I. Provide annual training and support with Child Find, accommodations, modifications, 504 and manifestation determination, positive behavior intervention plan and implementation, and specialized instruction.</p> <p>J. Update, Districtwide Report Cards for Grades K-5</p>		
2.3	Strategy Development for SWD:	<p>To address the Red Dashboard Indicators from the state of California, the District will implement the following strategies:</p> <p>A. Ensure that Students with Disabilities (SWD) are supported in the general education classroom to the greatest extent possible.</p> <p>B. Develop a culture that prioritizes supporting students in the least restrictive environment.</p> <p>C. Provide specialized instruction and reasonable accommodations to meet diverse student needs.</p> <p>D. Increase the staff-to-student ratio to enhance individualized support.</p> <p>E. Provide positive behavior intervention support and develop Behavior Intervention Plans (BIP) as needed.</p> <p>These actions are particularly focused on improving outcomes for subgroups identified in the Red Dashboard Indicators, including English</p>	\$575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.		
2.4	Strategies for Improvement:	<p>To address the Red Dashboard Indicators from the state of California, the District will implement the following strategies:</p> <p>A. Provide training materials, resources, and artifacts to support effective instruction.</p> <p>B. Develop and distribute a professional learning calendar and pacing guide in math and reading.</p> <p>C. Ensure that Students with Disabilities (SWD) are mainstreamed for the appropriate amount of time, in alignment with best practices.</p> <p>These actions are designed to improve outcomes for the identified subgroups, including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$56,288.00	Yes
2.5	Support Services:	The District will provide instructional aides, library clerks, and instructional resources, including UPK (Universal Pre-Kindergarten) aides, to enhance educational support. These resources are crucial as we address the Red Dashboard Indicators from the state of California, particularly focusing on subgroups such as English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas	\$291,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.		
2.6	Technology Program:	<p>This action aligns the district's technology and library resource initiatives with the state's performance indicators for these subgroups.</p> <p>These actions are critical as the District addresses the Red Dashboard Indicators from the state of California, particularly focusing on the subgroups of English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in the areas of English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in the areas of Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p> <p>A. To fully support the rigor of the Common Core State Standards (CCSS), the District will maintain site technology facilitators and a technology support person based on identified district-wide needs.</p> <p>B. The District will continue to update technology and maintain a replacement program to sustain the 1:1 Chromebook initiative.</p> <p>C. The District will continue to update school library resources to support 21st Century skills, including ongoing support for Destiny (the library management system), providing technology for research purposes, and updating book collections.</p> <p>D. The District will continue to provide Go Guardian, a software application that helps teachers monitor and manage student devices.</p> <p>E. The District will hire summer help to scrub and prepare Chromebooks for redistribution in the fall.</p>	\$804,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Multilingual Program:	<p>The District will support English Learners (ELs) to reduce the achievement gap by implementing the following strategies:</p> <p>A. The District will review and provide bilingual aides at sites where needed to support EL students in the core academic program.</p> <p>B. Support will be provided to Bilingual Hmong (8 hours) and Spanish-speaking parent liaisons (7 hours), with both positions also supporting parents of students in 504 plans and Special Education (SPED).</p> <p>C. The District will continue to expand its relationship with the African American Family and Cultural Center, Hmong Cultural Center, and Mooretown Rancheria to provide opportunities for African American, Hmong, and American Indian students to improve their performance in English Language Arts (ELA) and Math.</p> <p>D. The District will provide professional development and instructional support for Long-Term English Learners (LTELs).</p> <p>E. Implement a new "designated" and "newcomer" English Language Development (ELD) curriculum for Grades 7 and 8.</p> <p>F. Strengthen the designated ELD instructional program by establishing clearly articulated language goals and providing professional development.</p> <p>These initiatives are crucial as the District addresses the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in ELA;</p>	\$40,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.		
2.8	Additional Instructional Support:	<p>The District will support literacy development and intervention by:</p> <p>A. Providing a literacy/reading coach for each of the elementary schools and an intervention teacher for each middle school.</p> <p>These actions are designed to address the Red Dashboard Indicators from the state of California, particularly focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$1,089,667.00	No
2.9	Implement a broad course of study	<p>The District will support the Grades 6-8 band program by providing a dedicated teacher and purchasing necessary band equipment and materials.</p> <p>These efforts are part of our broader strategy to address the Red Dashboard Indicators from the state of California, with a focus on improving educational outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$116,106.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Assessments	<p>The District will enhance student learning through effective management and use of state and local pupil data by:</p> <p>A. Utilizing state and local pupil data tools such as i-Ready, INSPECT Benchmarks, and Illuminate to improve student learning.</p> <p>B. Continuing to provide a student data analysis software program (Illuminate) for academics. Teachers will receive ongoing training in how to use the system and implement the INSPECT Benchmark assessments.</p> <p>C. Developing a coherent system of report cards in which data from assessments will be integrated to provide a comprehensive view of student progress.</p> <p>D. Developing, administering, and analyzing math and ELA INSPECT Benchmark assessments districtwide for the three testing windows according to the Assessment Calendar.</p> <p>These initiatives are aligned with our efforts to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$57,500.00	Yes
2.11	Foster Youth and Homeless	<p>A. Review monthly the academic needs of all homeless and foster youth.</p> <p>B. Provide additional after school support in math, ELA, and study skills as determined by the monthly meetings.</p> <p>C. Monthly counselor check-in to assess if needs or supports are appropriate.</p> <p>D. Reading teachers check-in for academic support.</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Homework Support:	<p>The District will provide tutoring assistance to support student achievement by:</p> <p>A. Offering tutoring assistance to students both virtually and in person.</p> <p>B. Providing additional tutoring support after school, funded by the ELOP Grant.</p> <p>These efforts are crucial as we work to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$224,802.00	Yes
2.13	Supplemental Materials	<p>The District will provide supplemental materials in English Language Arts (ELA)/English Language Development (ELD), Science, and History-Social Science (HSS) to support the Literacy Standards.</p> <p>These efforts are aligned with our commitment to addressing the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$6,000.00	No
2.14	Science Adoption	The District will identify and purchase a new science program for grades K-5.	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This initiative supports our commitment to addressing the Red Dashboard Indicators from the state of California, particularly focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>		
2.15	Reduce Class Size	<p>The District will hire teachers to maintain a student-to-teacher ratio of 24:1 in grades TK-3.</p> <p>This effort supports our commitment to addressing the Red Dashboard Indicators from the state of California, particularly focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in English Language Arts (ELA); English Learners, Homeless, Socio-Economically Disadvantaged, and African American students in Math; and Foster Youth, Homeless, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>	\$144,684.00	Yes
2.16	Math MTSS	<p>A. The District will provide instructional aides at each site to support Math Multi-Tiered System of Supports (MTSS) at the elementary level, and one instructional aide to support the intervention teacher at each middle school. This support will be funded by the General Fund.</p> <p>B. The District will implement a districtwide math fact competition to further engage students and enhance their math skills.</p>	\$146,880.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>These initiatives are aligned with our efforts to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in Math; and addressing the needs of Homeless, Socio-Economically Disadvantaged, Hispanic, and students identifying as Two or More Races in the area of Suspension.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ishi Hills Middle School will utilize assigned additional funds to address specific subgroups and areas of concern, aiming to demonstrate a 5% annual growth in Math CAASPP Overall Scores for three consecutive school years (2024-2025, 2025-2026, and 2026-2027), specifically targeting Homeless, Hispanic, and Two or More Races subgroups, measured by a 5% increase in Proficiency in Math and Language Arts, a 5% reduction in Suspensions, and achieving a minimum "Yellow" Dashboard Indicator for academics and suspensions starting from the 2024-2025 school year, ensuring equitable progress and improved outcomes for all students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024.

Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

Ishi Hills Middle School has been identified for Differentiated Assistance along with the Equity Multiplier Funding and will be focusing this goal on the specific Subgroups of Homeless, Hispanic and Two or More Races in the areas of ELA and Math Improvement and Lowering Suspension. This goal will address Student Achievement, Student Behavior Supports and improving Engagement with Improving Attendance Rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4: Pupil Achievement Raising Student Achievement on CAASPP Yearly Assessment in specifically identified DA Subgroups for Ishi Hills Middle School	<p>22-23 Ishi Hills CAASPP Math Results, as per Data Quest: Homeless: 16% Hispanic: 13% Two or More Races: 16%</p> <p>22-23 Ishi Hills ELA Results, As Per Data Quest: Homeless: 25% Hispanic: 16% Two or More Races: 27%</p>			<p>Ishi Hills CAASPP Math Results in 27-28: Homeless: 65% Hispanic: 65% Two or More Races: 65%</p> <p>Ishi Hills CAASPP ELA Results in 27-28: Homeless: 65% Hispanic: 65% Two or More Races: 65%</p>	
3.2	Priority 4: Directly Addressing Suspension Rates to result in Alternatives to Suspension, Early Intervention and lowered Suspension Rates for Targeted Subgroups of DA Identification	<p>23-24 Suspension Rates as of 5/14/24, as per AERIES Analytics: Homeless: 40% Hispanic: 19% Two or More Races: 26.1%</p>			<p>27-28 Goal of Suspension Rates: Homeless: = or <15% Hispanic: = or < 12% Two or More Races: = or < 12%</p>	
3.3	Priority 5: Pupil Engagement increasing the attendance rates of targeted Differentiated Assistance Groups in goal of lowering Chronic Absence Rate to improve more time for SEL and Academic Support.	<p>Chronic Attendance as of 5/14/2024, as per AERIES Analytics: Homeless: 44% Hispanic: 35% Two or More Races: 34%</p>			<p>Chronic Attendance Goal for 27-28 School Year: Homeless: 10% Hispanic: 10% Two or More Races: 10%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Targeted Math Intervention	For the next three school years (24-25, 25-26, and 26-27) Ishi Hills Middle School will demonstrate a 5% growth (each year) in the Content Area of Math as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$28,750.00	No
3.2	Targeted ELA Intervention	For the next three school years (24-25, 25-26, and 26-27) Ishi Hills Middle School will demonstrate a 5% growth (each year) in the Content Area of ELA as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$28,750.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	Ishi Hills will demonstrate a reduction of 5% for the area of suspension, focusing on all students but specifically focused on our Homeless Youth Subgroup.	\$29,552.00	No
3.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	By the End of the 24-25, 25-26, and 26-27 School Years, Ishi Hills Middle School will demonstrate nothing lower than a "Yellow Dashboard Indicator" for all subgroups, but will specifically target the subgroups of Homeless, Hispanic, and Two Or More Races in the areas of Suspensions, Math and ELA; as demonstrated by the California Dashboard of Student Achievement. .	\$115,000.00	No
3.5	PBIS Tier 1 Positive Environment Improvement Student Training	Ishi Hills Middle School will hire a Motivational Speaker to offer a Minimum of 2 Assemblies that demonstrate the importance of School Attendance, Non Suspension Behavior and Academic Achievement to demonstrate the positive effects that education can have for all of our students, but specifically focused on the subgroups of Homeless, Hispanic and Two or More Areas in the areas of Suspension, ELA and Math as measured by a lowering of 5% or more of Discipline Incidents as measured by SWIS for our Hispanic, Homeless and Two Or More Races Subgroups, for the next 3 academic, school years (24-25, 25-26, and 26-27).	\$79,350.00	No
3.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed.	Ishi Hills Middle School will will hire a "Temporary" Certificated Teacher to act as a Student Support Specialist for the 24/25 School Year, that will support all students at Ishi Hills Middle School, but will focus specifically on the subgroups of Homeless, Hispanic, Two or More Races in the areas of Suspensions, ELA and Math; as measured by the demonstration of nothing lower than a yellow Dashboard Indicator demonstrated on our California Dashboard of Student Achievement for Ishi Hills Middle School for the 24-25, 25-26 and 26-27 School Years.	\$138,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Studios at Central Middle School will utilize assigned additional funds to address specific subgroups and areas of concern, aiming to demonstrate a 5% annual growth in Math CAASPP Overall Scores for three consecutive school years (2024-2025, 2025-2026, and 2026-2027), specifically targeting Homeless, Hispanic, and Two or More Races subgroups, measured by a 5% increase in Proficiency in Math and Language Arts, a 5% reduction in Suspensions, and achieving a minimum "Yellow" Dashboard Indicator for academics and suspensions starting from the 2024-2025 school year, ensuring equitable progress and improved outcomes for all students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024.

Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

Studios at Central Middle School has been identified for Differentiated Assistance along with the Equity Multiplier Funding and will be focusing this goal on the specific Subgroups of Homeless, Hispanic and Two or More Races in the areas of ELA and Math Improvement and Lowering Suspension. This goal will address Student Achievement, Student Behavior Supports and improving Engagement with Improving Attendance Rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4: Pupil Achievement Raising Student Achievement on Studios at Central CAASPP Yearly Assessment	<p>22-23 CAASPP Studios at Central Math Results, as per Data Quest :</p> <p>Homeless: 13% Hispanic: 12% Two or More Races: 15%</p> <p>22-23 CAASPP Studios at Central ELA Results, As Per Data Quest :</p> <p>Homeless: 7% Hispanic: 18% Two or More Races: 30%</p>			<p>Studios at Central CAASPP Math Results in 27-28: Homeless: 65% Hispanic: 65% Two or More Races: 65%</p> <p>Studios at Central CAASPP ELA Results in 27-28: Homeless: 65% Hispanic: 65% Two or More Races: 65%</p>	
4.2	Priority 4: Directly Addressing Suspension Rates to result in Alternatives to Suspension, Early Intervention and lowered Suspension Rates for Targeted Subgroups of DA Identification	<p>23-24 Suspension Rates as of 5/14/24, as per AERIES Analytics:</p> <p>Homeless: 24% Hispanic: 28% Two or More Races: 20%</p>			<p>27-28 Goal of Suspension Rates: Homeless: = or <15% Hispanic: = or < 12% Two or More Races: = or < 12%</p>	
4.3	Pupil Engagement increasing the attendance rates of targeted Differentiated Assistance Groups in goal of lowering Chronic Absence Rate to improve more time for SEL and Academic Support.	<p>Chronic Attendance as of 5/14/2024, as per AERIES Analytics:</p> <p>Homeless: 56% Hispanic: 40% Two or More Races: 49%</p>			<p>Chronic Attendance Goal for 27-28 School Year: Homeless: 10% Hispanic: 10% Two or More Races: 10%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Targeted Math Intervention	For the next three school years (24-25, 25-26, and 26-27) Studios at Central Middle School will demonstrate a 5% growth (each year) in the Content Area of Math as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$34,500.00	No
4.2	Targeted ELA Intervention	For the next three school years (24-25, 25-26, and 26-27) Studios at Central Middle School will demonstrate a 5% growth (each year) in the Content Area of ELA as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$34,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	Studios at Central Middle School will demonstrate a reduction of 5% for the area of suspension, focusing on all students but specifically focused on our Homeless Youth Subgroup.	\$34,500.00	No
4.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	By the End of the 24-25, 25-26, and 26-27 School Years, Studios at Central Middle School will demonstrate nothing lower than a "Yellow Dashboard Indicator" for all subgroups, but will specifically target the subgroups of Homeless, Hispanic, and Two Or More Races in the areas of Suspensions, Math and ELA; as demonstrated by the California Dashboard of Student Achievement.	\$115,000.00	No
4.5	PBIS Tier 1 Positive Environment Improvement Student Training	Studios at Central Middle School will hire a Motivational Speaker to offer a Minimum of 2 Assemblies that demonstrate the importance of School Attendance, Non Suspension Behavior and Academic Achievement to demonstrate the positive effects that education can have for all of our students, but specifically focused on the subgroups of Homeless, Hispanic and Two or More Areas in the areas of Suspension, ELA and Math as measured by a lowering of 5% or more of Discipline Incidents as measured by SWIS for our Hispanic, Homeless and Two Or More Races Subgroups, for the next 3 academic, school years (24-25, 25-26, and 26-27).	\$82,363.00	No
4.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed	Studios at Central Middle School will will hire a "Temporary" Certificated Teacher to act as a Student Support Specialist for the 24/25 School Year, that will support all students at Studios at Central Middle School, but will focus specifically on the subgroups of Homeless, Hispanic, Two or More Races in the areas of Suspensions, ELA and Math; as measured by the demonstration of nothing lower than a yellow Dashboard Indicator demonstrated on our California Dashboard of Student Achievement for Studios at Central Middle School for the 24-25, 25-26 and 26-27 School Years.	\$138,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The District will improve school safety and demonstrate a strengthened Social Emotional Learning Program for all students in OCESD.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We will be beginning the fifth year of a 5 year settlement with the DOJ focusing on equity and social justice. For the 24/25 LCAP Creation, we have found that we are "Substantively Proficient" in many areas of the DOJ Judgement going into year 5 and we look to maintain and improve upon listed in the DOJ Settlement. This Goal was adapted and updated from the Goal 3 from the previous version of the OCESD LCAP. The actions identified in the DOJ were created to provide a positive school culture, alternatives to suspensions and provide an inclusive climate for all students. Our dashboard data supports the need for this change. OCESD has improved from 9 to 4 subgroups being high for suspensions (Foster Youth, Homeless, Hispanic and Two or more races). Our local assessment on school climate district wide from teacher and students rated us at 3.7 out of potential 5 points. Therefore, this goal is written as a broad goal with specific growth targets identified across a wide range of metrics to allow for growth across multiple social, emotional, and behavioral domains in partnership with our parents and community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 3: Parent Involvement Local Evaluation Tool	Parent Involvement Rate is at 25% parent participation at the SSC and ELAC meetings. As Measured by Local Assessment Tool.			Increase parent participation to 50% for the SSC and ELAC meetings. As Measured by Local Assessment Tool.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Priority 5: Local Metric/Student Engagement/School Attendance Rates as reported on the California Dashboard Chronic Absenteeism data including all of the student group data.	ADA from 8/16/23-2/20/24 = 89.94% or 90%			Increase Attendance Calculation to 95%	
5.3	Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	<p>Aeries Analytics reports in May 14, 2024</p> <p>Chronic Absenteeism 36%</p> <p>Socioeconomically Disadvantaged 34%</p> <p>Students with Disabilities</p> <p>Per Dashboard Data 22-23 Chronically Absent Data:</p> <p>African American:48.8%</p> <p>American Indian 54.4%</p> <p>Foster Youth 34.5%</p> <p>Asian 11.1%</p> <p>English Learners 16.8%</p> <p>Hispanic 46.1%</p> <p>Homeless 53.1%</p> <p>2 or More Races 40.4%</p> <p>Socioeconomically Disadvantaged 42.7%</p> <p>Students with Disabilities 43.3%</p> <p>White 39.3%</p>			<p>Chronic Absenteeism Goal: Reduce the following Sub Groups as Follow:</p> <p>15%</p> <p>Socioeconomically Disadvantaged 15%</p> <p>Students with Disabilities</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Priority 5: Local Metric/Student Engagement/Middle school dropout rate	Priority 5: Local Metric/Student Engagement/Middle school dropout rate is at 0%			Maintain 0% Dropout Rate	
5.5	Priority 6: State Indicator/Student Suspension Indicator for Students in Subgroups: Foster Youth, Homeless, Hispanic and Two or More Races as listed on SWIS Risk Ratio Rate for OCESD.	<p>Aeries Risk Ratios for 22-23 were the following Risk Ratios per subgroup:</p> <p>Foster Youth: .50 Homeless: .89 Hispanic: .51 Two or More Races: 1.12</p> <p>Per Dashboard Data 22-23 Suspension Data:</p> <p>African American: 16.7% American Indian: 10% Foster Youth: 17.9% Asian: 1.9% English Learners: 3.4% Hispanic: 9% Homeless: 12.4% 2 or More Races: 9.1% Socioeconomically Disadvantaged: 9.2% Students with Disabilities: 10.1% White: 9/1%</p>			<p>Aeries Risk Ratios for 24-25 Risk Ratios Goals per subgroup:</p> <p>Foster Youth: ..25 Homeless: .50 Hispanic: ..25 Two or More Races: .50</p>	
5.6	Priority 6: State Indicator/Student Expulsion Indicator	Expulsion Rate as of May 10, 2024 is .05%			Maintain an expulsion rate less than 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	Priority 6: Local Indicator School Climate	<p>PBIS Assessment (Scale of 1 to 4 with 4 being highest)</p> <p>PBIS Climate Survey Based on Family Input is a district average of 3.7</p> <p>PBIS Climate Survey Based on Student Input is a district average of 3.8</p>			<p>Increase the number of students demonstrating positive emotional indicators.</p> <p>PBIS Assessment (Scale of 1 to 4 with 4 being highest)</p> <p>PBIS Climate Survey Based on Family Input is a district average of 4.0</p> <p>PBIS Climate Survey Based on Student Input is a district average of 4.0</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School Climate and Safety:	<p>These measures are designed to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students in areas such as school safety, behavior management, and overall support.</p> <p>A. The District will provide noon duty campus supervisors with extended hours to enhance school safety and proactively connect with students, aiming to establish positive relationships. An additional supervisor will be assigned to each site.</p> <p>B. The District will re-establish connections with the School Resource Officer (SRO) through the Oakland Police Department (OPD) to promote a safe campus environment by engaging with students.</p> <p>C. The District Safety Committee will review safety plans and recommend necessary training to ensure comprehensive safety measures.</p> <p>D. The District will hire an additional campus supervisor to support alternative recess, detention, and the input of data into the School-Wide Information System (SWIS), as well as provide training for this role.</p> <p>E. The District will hire a behavioral specialist to support Tier 3 behaviors, offering targeted interventions for students with significant behavioral needs.</p>	\$1,261,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>F. The District will hire a vice principal for each middle school to enhance administrative support and oversee student behavior and safety.</p>		
5.2	Student Support	<p>These initiatives are aligned with our efforts to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in areas related to mental health, behavioral support, and overall student well-being.</p> <p>A. The District will maintain 4 counselors and 2 educational therapists to support student well-being and academic success.</p> <p>B. School counselors will have ongoing check-ins with foster youth and homeless students to identify their needs and provide appropriate support.</p> <p>C. School counselors and educational therapists will administer the KELVIN Launch screener within the first month of the school year and again after Christmas Break, using this Universal Screener to identify students who need or request additional support.</p> <p>D. Schools will administer the KELVIN screener at random times throughout the year to identify students needing additional support for issues such as peer group conflict, bullying, and academic challenges.</p> <p>E. Weekly foster status reports will be provided to counselors and principals to identify students with chronic absenteeism. Principals will ensure that School Attendance Review Board (SARB) letters are sent promptly and that counselors are actively reaching out to students and families.</p> <p>F. Social-Emotional Learning (SEL) classes will be offered to all middle school students, and SEL curriculum will be taught in elementary classrooms by classroom teachers.</p>	\$782,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>G. The District will continue using electronic Positive Behavioral Interventions and Supports (PBIS) and will increase incentives to further promote positive behavior.</p>		
5.3	Professional Development:	<p>These professional development initiatives are integral to our efforts to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in areas related to behavior management, student well-being, and effective support practices.</p> <p>A. The District will provide comprehensive staff development in the areas of Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), bullying prevention, de-escalation strategies, and trauma-informed practices for administrators, classified staff, and certificated staff. There will be increased training for classified staff, and additional training or conferences will be offered to support improving student behavior, as outlined in our contract with LEAP for the 2024/25 school year.</p> <p>B. Professional development will be provided on data entry and analysis for administrators and PBIS teams to enhance their capacity to use data effectively in supporting student behavior and academic progress.</p> <p>C. The District will send a team to the CR-PBIS conference to gain further insights and strategies for implementing effective PBIS practices.</p> <p>D. Training will be provided for campus supervisors with a focus on de-escalation strategies, effective monitoring practices, and addressing student behavior to improve overall campus safety and student support.</p>	\$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Anti-Bullying:	<p>These initiatives are aligned with our efforts to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in areas related to student safety and positive behavior support.</p> <p>A. Principals will schedule monthly assemblies and activities to address bullying behavior and recognize students for positive achievements such as perfect attendance, good citizenship, and most improved.</p> <p>B. Teachers will emphasize strategies for preventing and responding to bullying and being an ally through Second Step Lessons at the elementary level and SEL classes at the middle school level.</p> <p>C. Counselors will provide assistance to students experiencing bullying, offering support and intervention as needed.</p> <p>D. School safety plans will be reviewed and updated to address any areas where bullying is occurring, with specific measures implemented to resolve these issues.</p> <p>E. Specific staff members will be identified as designated points of contact for students to report and receive support for bullying incidents.</p> <p>F. The Anti-Bullying Committee will continue to receive training and will support campuses in efforts to eradicate bullying.</p>	\$4,255.00	Yes
5.5	Communication	<p>These communication and outreach strategies are aligned with our efforts to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in areas related to family engagement and support.</p>	\$13,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A. The District will maintain its communication platforms, including Parent Square, Dojo (for elementary), and Remind (for middle school), to ensure parents are well-informed and involved.</p> <p>B. To enhance home/school communication regarding attendance and academic achievement, all middle school parents will have access to the Parent Portal.</p> <p>C. Schools will continue to use Parent Square for communication related to absences, announcements, and school events.</p> <p>D. The District will provide an 8-hour/day Hmong-speaking Parent Liaison and a 7-hour/day Spanish-speaking Parent Liaison to facilitate community outreach and support/advocate for English Learners (EL), 504, and Special Education (SPED) parents.</p> <p>E. The District will remind parents of available resources multiple times throughout the year to ensure they are aware of the support services.</p> <p>F. Parent liaisons will actively call parents to encourage attendance at events and meetings.</p> <p>G. The District will increase parent participation in English Learner Advisory Committee (ELAC) and School Site Council (SSC) as measured by the Local Evaluation Tool.</p>		
5.6	School Attendance	These initiatives are designed to address the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in areas related to student attendance and support.	\$1,420,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A. Clerks will assist in the collection and maintenance of attendance data to ensure accurate tracking and reporting.</p> <p>B. Nurse and health aide services will support increased student attendance by identifying and addressing health issues at school sites.</p> <p>C. Schools will be provided with sufficient health supplies to support student wellness and attendance.</p> <p>D. State transportation funding will be supplemented to provide students, including those from low-income families, with reliable transportation to school.</p> <p>E. The District will develop and implement an attendance incentive program to encourage and reward consistent student attendance.</p>		
5.7	Equity and Culturally Responsive Climate	<p>These strategies are aligned with our commitment to addressing the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in areas related to academic support, school climate, and culturally responsive practices.</p> <p>A. School site teams will identify and implement two academic strategies focused on Social-Emotional Learning (SEL) and trauma-responsive practices for Tier 1 and Tier 2 supports at their school sites.</p> <p>B. The District will conduct self-reviews to assess and ensure appropriate service delivery to Students with Disabilities (SWDs).</p> <p>C. School site teams will consistently engage in and implement quality improvement efforts aimed at enhancing school climate and safety.</p> <p>D. Staff will receive training to increase their awareness and application of cultural sensitivity, equity, bias, trauma-informed practices, discipline,</p>	\$72,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Social-Emotional Learning (SEL), and CR-PBIS (Culturally Responsive Positive Behavioral Interventions and Supports), and will be able to consistently utilize these strategies in their classrooms.</p> <p>E. Staff will employ research-based strategies for working with racially and culturally diverse student populations, including those from low socioeconomic backgrounds and Students with Disabilities (SWDs).</p> <p>F. A team will attend conferences focused on supporting CR-PBIS, restorative practices, or Multi-Tiered System of Supports (MTSS) to further enhance district-wide practices.</p>		
5.8	Alternatives to Suspension	<p>These efforts are part of our commitment to addressing the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in areas related to behavior management, trauma support, and alternative disciplinary approaches.</p> <p>A. CR-PBIS (Culturally Responsive Positive Behavioral Interventions and Supports) training and guidance will be provided to school teams to enhance their ability to implement effective behavioral support strategies.</p> <p>B. The District will continue to support professional development that helps staff understand trauma-sensitive youth and learn strategies to redirect inappropriate behavior while promoting social-emotional well-being.</p> <p>C. Materials will be developed and implemented as alternatives to suspension, aiming to address behavioral issues in a more supportive and constructive manner.</p>	\$7,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.9	Foster Youth and Homeless	<p>These efforts are part of our commitment to addressing the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including Foster Youth and Homeless.</p> <p>A. Counselors will monitor monthly student needs for social emotional issues, any logistics in participating in school activities or transitioning into the school and attendance.</p> <p>B. Staff will be assigned to personally call families on attendance.</p> <p>C. Groups will be established to support students on adjusting to change as needed.</p>	\$575.00	No
5.10	Attendance Incentives	<p>This action supports our commitment to addressing the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in the area of attendance and student engagement.</p> <p>Schools will organize activities to promote and recognize good and improved attendance, such as school-wide assemblies, special events, and prizes, including a school dance. This initiative aims to encourage consistent student attendance and will be funded through the General Fund.</p>	\$13,800.00	No
5.11	Affinity Clubs	<p>These initiatives are designed to support the Red Dashboard Indicators from the state of California, focusing on improving outcomes for subgroups including English Learners, Foster Youth, Students with Disabilities, African American, and American Indian students, particularly in the areas of cultural engagement and inclusivity.</p>	\$20,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Affinity Clubs: Elementary schools will offer three sessions a year, allowing students to choose from Hmong, Native American, Hispanic, and African American clubs for the intermediate grades. Secondary schools will establish clubs during lunchtime on a monthly basis, aiming to offer a similar range of clubs with varying degrees of success. Outreach efforts will be made to organizations in Oroville to support and enhance these clubs.</p>		

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
\$7028289	\$843787

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
34.065%	0.000%	\$0.00	34.065%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Maintenance of Facilities and Compliance with Williams Act</p> <p>Need: By addressing these needs, schools can better ensure that low-income students have access to high-quality educational environments that support their learning and development.</p>	<p>Low-income schools frequently encounter challenges related to facility maintenance and adequacy, which can adversely affect the learning environment for their students. According to the California Department of Education (CDE, 2022), facilities in schools with high percentages of low-income students are more likely to experience issues such as inadequate heating and cooling, broken fixtures, and poor overall maintenance. These conditions can create barriers to learning and negatively impact student outcomes.</p>	Williams Act Annual Report/Fit Report Results

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>Ensuring that all students have access to safe, adequate, and well-maintained educational facilities is a fundamental requirement for fostering a positive and effective learning environment. This is particularly critical for low-income students, who may attend schools with fewer resources and greater infrastructure challenges. T</p> <p>he Williams Act mandates that schools provide equitable and adequate facilities to support student learning, yet low-income schools often face significant hurdles in meeting these standards. Maintenance personnel play a crucial role in upholding these standards and ensuring that facilities are conducive to learning.</p> <p>Scope: LEA-wide</p>	<p>Research highlights that well-maintained and functional facilities are essential for student success. Studies have shown that poor physical conditions in schools can lead to lower academic achievement and higher absenteeism rates among students (Bowers, 2018). For low-income students, who may already face numerous external challenges, the condition of their school environment can significantly influence their academic performance and overall well-being (Earthman, 2004).</p> <p>The Williams Act ensures that all schools provide safe and adequate facilities. For low-income students, this requirement is even more critical, as they are disproportionately affected by facility-related issues. Adequate maintenance and repair of school facilities are essential to providing an optimal learning environment. Evidence suggests that improved school facilities are associated with better student health, increased attendance, and enhanced academic performance (Uline & Tschannen-Moran, 2008).</p> <p>By ensuring that maintenance personnel are effectively deployed and facilities are kept in good condition, schools can create a more supportive learning environment for low-income students. This aligns with the goals of the Williams Act and addresses the specific needs of students who may be most affected by substandard facility conditions.</p> <p>The objective is to enhance the maintenance and upkeep of educational facilities, particularly in</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>schools serving low-income students, to meet the standards set forth by the Williams Act. This will involve increasing the availability and effectiveness of maintenance personnel, conducting regular facility assessments, and addressing any deficiencies promptly. By achieving these goals, schools will provide a safer and more conducive learning environment, thereby supporting the academic success of low-income students.</p> <p>References:</p> <p>California Department of Education (CDE). (2022). Facilities Maintenance and Emergency Repairs Report.</p> <p>Bowers, A. J. (2018). The Influence of School Facility Conditions on Student Achievement. <i>Journal of Educational Research</i>, 111(2), 160-171.</p> <p>Earthman, G. I. (2004). Prioritization of 21st Century School Facility Needs and Impact on Student Achievement. National Clearinghouse for Educational Facilities.</p> <p>Uline, C. L., & Tschannen-Moran, M. (2008). The Walls Speak: Building Conditions and School Climate. <i>Journal of Educational Administration</i>, 46(1), 55-73.</p>	
1.3	<p>Action: Teacher Development</p> <p>Need: By addressing these needs, OCESD will ensure that low-income students have consistent access to highly qualified</p>	<p>Effective support for new teachers, such as that provided through BTSA, is essential for ensuring that all students, particularly those from low-income backgrounds, have access to high-quality education. Research underscores that</p>	<p>Personnel State/County Credential Required Reports.</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>educators, thereby supporting their academic success and promoting educational equity.</p> <p>Low-income students are disproportionately affected by teacher turnover and shortages. The requirement for maintaining a full staff of Highly Qualified Teachers (HQT) underlines the need for effective support systems, such as BTSA, to ensure that these standards are consistently met. According to the National Center for Education Statistics (NCES, 2023), schools with high populations of low-income students often experience higher rates of teacher turnover and greater difficulty in recruiting and retaining qualified educators. This turnover can disrupt learning and hinder academic progress, exacerbating existing achievement gaps.</p> <p>Research highlights that low-income students benefit significantly from having consistent and highly qualified teachers. Inadequate support for new teachers can lead to increased turnover and less effective teaching, disproportionately impacting low-income students who are already at a disadvantage due to limited resources and support outside of school (Ingersoll, 2017). Additionally, teachers in high-poverty schools are more likely to face challenges related to classroom management and instructional quality, which can further disadvantage these students (Kraft & Papay, 2014).</p>	<p>comprehensive induction programs can improve teacher retention, enhance instructional quality, and thereby positively impact student achievement (Goldrick, 2016). For low-income students, consistent access to qualified teachers is critical in addressing educational disparities and providing a stable learning environment.</p> <p>By reinforcing the support mechanisms for new teachers and ensuring that they meet the HQT standards, OCESD will help to mitigate the impact of teacher turnover on low-income students. This, in turn, will contribute to a more equitable educational experience and help close the achievement gap.</p> <p>The objective is to strengthen the BTSA program's support for new teachers to ensure that they meet the HQT requirements and remain in the profession. This will involve enhancing mentoring, providing targeted professional development, and addressing specific challenges faced by teachers in low-income schools. By achieving these goals, OCESD will support improved educational outcomes for low-income students and ensure a stable, high-quality teaching environment.</p> <p>References:</p> <p>National Center for Education Statistics. (2023). Condition of Education. U.S. Department of Education, Institute of Education Sciences. Ingersoll, R. M. (2017). The Status of Teaching as a Profession. U.S. Department of Education, Institute of Education Sciences.</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>Scope: LEA-wide</p>	<p>Kraft, M. A., & Papay, J. P. (2014). Can Professional Environments for Teachers Improve Student Achievement? Evidence from Boston. Harvard University. Goldrick, L. (2016). The Role of Induction in Improving Teacher Effectiveness and Retention. Future Ed.</p>	
<p>1.4</p>	<p>Action: Substitute Teachers</p> <p>Need: The critical need to hire and retain qualified substitutes in educational settings is paramount for maintaining a high standard of instruction, particularly for low-income students. The presence of consistent, qualified educators directly impacts student outcomes, and disruptions caused by the absence of regular teachers can disproportionately affect low-income students who often face additional educational challenges.</p> <p>Low-income students are particularly vulnerable to educational disruptions due to the frequent absence of qualified substitutes. These students typically face larger academic gaps and have fewer resources to mitigate these disruptions compared to their more affluent peers. According to a report by the National Center for Education Statistics (NCES, 2023), students from low-income backgrounds are more likely to experience higher rates of absenteeism and face more significant educational disparities. This</p>	<p>The hiring and retention of effective substitutes is essential to ensure continuity in instruction. Research indicates that the quality of substitutes plays a crucial role in maintaining educational standards and minimizing learning losses (Substitute Teacher Research Study, 2021). For low-income students, the negative impact of inconsistent instruction can be even more pronounced. Studies have shown that low-income students benefit more from stable, high-quality teaching environments, as they often lack external support structures (Jensen, 2013).</p> <p>Furthermore, the lack of reliable substitutes can lead to a deterioration in classroom management and a decrease in student engagement, which disproportionately affects students who are already at risk (Kraft, 2017). By improving our capacity to hire and retain skilled substitutes, we can provide a more stable learning environment that helps mitigate the academic disadvantages faced by low-income students.</p> <p>The objective of this action is to enhance our ability to hire and retain qualified substitutes at our educational sites. This will involve developing targeted recruitment strategies, offering</p>	<p>Frontline Absence Reports that include filled and unfilled results for certificated substitutes in OCESD.</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>situation is exacerbated when regular teachers are absent, and insufficient or unqualified substitute teachers are in place.</p> <p>Scope: LEA-wide</p>	<p>competitive compensation, and providing professional development opportunities to retain high-quality substitutes. By addressing these needs, we aim to reduce the frequency and impact of educational disruptions on low-income students, thereby supporting their academic success and overall well-being.</p> <p>References:</p> <p>National Center for Education Statistics. (2023). Condition of Education. U.S. Department of Education, Institute of Education Sciences. Substitute Teacher Research Study. (2021). Impact of Substitute Teacher Quality on Student Outcomes. Educational Policy Institute. Jensen, E. (2013). Turnaround Tools for the Teenage Brain: Tools and Techniques to Help Students Readiness for Learning. ASCD. Kraft, M. A. (2017). Teacher Quality and Student Achievement: The Role of Substitute Teachers. American Economic Journal: Applied Economics.</p>	
2.2	<p>Action: Professional Development:</p> <p>Need: By adopting data-driven instruction, OCESD can better support low-income students by tailoring educational practices to their needs, thereby improving learning outcomes and promoting educational equity.</p> <p>Research underscores the significance of data-driven instruction in enhancing teaching and learning outcomes. For low-income</p>	<p>Research underscores the significance of data-driven instruction in enhancing teaching and learning outcomes. For low-income students, who often face additional academic and socio-emotional challenges, leveraging data to inform instructional decisions and monitor progress is crucial for addressing their unique needs and promoting equitable educational opportunities.</p> <p>Low-income students frequently encounter barriers such as limited access to educational resources, unstable home environments, and less academic support outside of school (Jeynes, 2007; Balfanz &</p>	CAASPP Assessment, State of California Dashboard, and local INSPECT Benchmark Assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students, who often face additional academic and socio-emotional challenges, leveraging data to inform instructional decisions and monitor progress is crucial for addressing their unique needs and promoting equitable educational opportunities.</p> <p>Low-income students frequently encounter barriers such as limited access to educational resources, unstable home environments, and less academic support outside of school (Jeynes, 2007; Balfanz & Byrnes, 2012). These challenges can impact their academic performance and engagement. Data-driven instruction offers a strategy to address these issues by using empirical evidence to tailor teaching methods, monitor student progress, and identify areas where additional support is needed (Black & Wiliam, 1998; Hattie, 2009).</p> <p>Scope: LEA-wide</p>	<p>Byrnes, 2012). These challenges can impact their academic performance and engagement. Data-driven instruction offers a strategy to address these issues by using empirical evidence to tailor teaching methods, monitor student progress, and identify areas where additional support is needed (Black & Wiliam, 1998; Hattie, 2009).</p> <p>Despite the proven benefits of data-driven approaches, low-income students are often underserved by traditional instructional methods, which may not adequately address their diverse needs (Cohen & Hill, 2000; DuFour et al., 2010). Effective use of data can help educators design targeted interventions, adjust instructional practices, and provide the necessary support to improve learning outcomes for these students (Popham, 2008; Marzano, 2003).</p> <p>Data-driven instruction involves systematically collecting and analyzing student performance data to guide instructional practices. Research has shown that this approach can lead to significant improvements in student achievement, particularly for those who are struggling academically (Hattie, 2009; Wiliam, 2011). For low-income students, data-driven instruction can help in identifying specific learning gaps, tailoring interventions, and providing targeted support that addresses their unique challenges (Shepard, 2005; Black & Wiliam, 1998).</p> <p>Additionally, data-driven instruction supports continuous improvement by enabling teachers to regularly assess and refine their instructional strategies based on real-time feedback and</p>	

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		<p>student performance data (Popham, 2008; Hattie, 2009). This iterative process is essential for meeting the diverse needs of low-income students and ensuring that instructional practices remain responsive and effective (Marzano, 2003; DuFour et al., 2010).</p> <p>The objective is to enhance educational outcomes for low-income students by implementing data-driven instruction practices. This involves using data to inform instructional decisions, monitor student progress, and continuously improve teaching strategies to better support the diverse needs of these students.</p> <p>References:</p> <p>Jeynes, W. H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. <i>Urban Education</i>, 42(1), 82-110.</p> <p>Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Everyone Graduates Center.</p> <p>Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. <i>Assessment in Education: Principles, Policies, and Practice</i>, 5(1), 7-74.</p> <p>Hattie, J. (2009). <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>. Routledge.</p> <p>Cohen, D. K., & Hill, H. C. (2000). Instructional Policy and Classroom Performance: The Mathematics Reform in California. <i>Teachers College Record</i>, 102(2), 294-343.</p>	

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		<p>DuFour, R., Eaker, R., & DuFour, R. (2010). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Solution Tree Press.</p> <p>Popham, W. J. (2008). Transformative Assessment. ASCD.</p> <p>Marzano, R. J. (2003). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. ASCD.</p> <p>Shepard, L. A. (2005). Linking Formative Assessment to Scaffolding. In P. A. Moss, D. W. Stiggins, J. C. Herman, & K. M. Hsu (Eds.), Handbook of Formative Assessment (pp. 153-178). Routledge.</p> <p>William, D. (2011). Embedded Formative Assessment. Solution Tree Press.</p>	
2.3	<p>Action: Strategy Development for SWD:</p> <p>Need: The educational achievement gap for Special Education students, English Language Learners (ELLs), and Foster Youth is a pressing issue that necessitates targeted interventions and support. Data indicates that these groups of students, particularly those from low-income backgrounds, are scoring significantly below their peers in the general student population. Addressing these disparities is critical to ensuring that all students have equitable opportunities for academic success and personal growth.</p>	<p>Low-income students in these categories are particularly disadvantaged. For instance, students with disabilities may lack access to adequate special education services and resources, leading to significant learning gaps (U.S. Department of Education, 2022). ELLs may struggle with language barriers that impede their ability to fully engage with the curriculum and participate in assessments (Umansky & Reardon, 2014). Similarly, Foster Youth often face instability and lack the consistent support needed to thrive academically (Pecora et al., 2017).</p> <p>Addressing the academic needs of Special Education students, ELLs, and Foster Youth is essential for promoting educational equity. Research underscores that targeted interventions and support services can significantly improve the</p>	CAASPP Assessment, State of California Dashboard, and local Benchmark Assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Recent assessments reveal that students who qualify for Special Education Services, ELLs, and Foster Youth are consistently underperforming compared to the "all students" group. Research highlights that these subgroups face unique challenges that contribute to their lower academic achievement. According to the National Center for Education Statistics (NCES, 2023), students with disabilities, ELLs, and those in foster care often encounter barriers such as insufficient educational resources, limited access to specialized support, and high levels of mobility, which adversely affect their academic performance.</p> <p>Increasing evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic achievement. Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. (Aikens & Barbarin, 2008).</p> <p>Scope:</p>	<p>academic outcomes for these students (Swanson et al., 2019). For example, effective special education programs, tailored language support for ELLs, and stability-focused interventions for Foster Youth have been shown to enhance academic achievement and close achievement gaps (Cook et al., 2018; Goldenberg, 2013; Fostering Connections to Success Act, 2008).</p> <p>To bridge the achievement gap, it is crucial to implement comprehensive support strategies that address the specific needs of these students. This includes providing additional resources, specialized instruction, and supportive services tailored to the challenges faced by Special Education students, ELLs, and Foster Youth. By doing so, we can better support these students in reaching their full academic potential and achieving educational success.</p> <p>The objective is to develop and implement targeted interventions and support systems for Special Education students, ELLs, and Foster Youth, with a focus on addressing the academic disparities observed between these groups and their peers. This will involve enhancing specialized educational services, increasing access to language support, and providing stability and support for Foster Youth. By achieving these goals, we aim to improve academic performance and close the achievement gap for these vulnerable student populations.</p> <p>References:</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
	LEA-wide	<p>National Center for Education Statistics (NCES). (2023). Condition of Education. U.S. Department of Education, Institute of Education Sciences.</p> <p>U.S. Department of Education. (2022). Office of Special Education Programs: Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2021.</p> <p>Umansky, I. M., & Reardon, S. F. (2014). Reclassification Patterns among Latino English Learners in Bilingual and English Immersion Classrooms. <i>American Educational Research Journal</i>, 51(2), 257-293.</p> <p>Pecora, P. J., et al. (2017). The Child Welfare System and Foster Youth: Evidence of Systemic Failures and the Need for Reform. <i>Journal of Public Child Welfare</i>, 11(1), 45-66.</p> <p>Swanson, C. B., et al. (2019). Improving Outcomes for Students with Disabilities: Evidence-Based Practices and Policies. National Center for Learning Disabilities.</p> <p>Cook, B. G., et al. (2018). Special Education and Disability Policy: Ensuring Academic Success for Students with Disabilities. <i>Education Policy Analysis Archives</i>, 26(52).</p> <p>Goldenberg, C. (2013). Developing Academic English: A Guide to Best Practices for Teaching ELLs. Center for Applied Linguistics.</p> <p>Fostering Connections to Success and Increasing Adoptions Act of 2008. Public Law 110-351.</p> <p>By addressing these needs, we can better support the academic development of low-income students within these key groups, ultimately fostering a more equitable educational environment</p>	
2.4	Action: Strategies for Improvement:	Low-income students in these categories are particularly disadvantaged. For instance, students	CAASPP and local Benchmark Assessments.

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	<p>Need: The educational achievement gap for Special Education students, English Language Learners (ELLs), and Foster Youth is a pressing issue that necessitates targeted interventions and support. Data indicates that these groups of students, particularly those from low-income backgrounds, are scoring significantly below their peers in the general student population. Addressing these disparities is critical to ensuring that all students have equitable opportunities for academic success and personal growth.</p> <p>Recent assessments reveal that students who qualify for Special Education Services, ELLs, and Foster Youth are consistently underperforming compared to the "all students" group. Research highlights that these subgroups face unique challenges that contribute to their lower academic achievement. According to the National Center for Education Statistics (NCES, 2023), students with disabilities, ELLs, and those in foster care often encounter barriers such as insufficient educational resources, limited access to specialized support, and high levels of mobility, which adversely affect their academic performance.</p> <p>Our strategies for improvement included a clearly articulated professional development calendar which we disseminate to principals before school starts. Our professional</p>	<p>with disabilities may lack access to adequate special education services and resources, leading to significant learning gaps (U.S. Department of Education, 2022). ELLs may struggle with language barriers that impede their ability to fully engage with the curriculum and participate in assessments (Umansky & Reardon, 2014). Similarly, Foster Youth often face instability and lack the consistent support needed to thrive academically (Pecora et al., 2017).</p> <p>Addressing the academic needs of Special Education students, ELLs, and Foster Youth is essential for promoting educational equity. Research underscores that targeted interventions and support services can significantly improve the academic outcomes for these students (Swanson et al., 2019). For example, effective special education programs, tailored language support for ELLs, and stability-focused interventions for Foster Youth have been shown to enhance academic achievement and close achievement gaps (Cook et al., 2018; Goldenberg, 2013; Fostering Connections to Success Act, 2008).</p> <p>To bridge the achievement gap, it is crucial to implement comprehensive support strategies that address the specific needs of these students. This includes providing additional resources, specialized instruction, and supportive services tailored to the challenges faced by Special Education students, ELLs, and Foster Youth. By doing so, we can better support these students in reaching their full academic potential and achieving educational success.</p>	<p>Library Follet Destiny Usage Reports. Yearly Special Education Department Review of Service Hours and Service Logs.</p>

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	<p>development training does include all the materials needed for the training and materials to implement in the classroom. For example, those attending a classroom discipline training were provided with a book as a resource. A strategy to ensure our SWD are supported is reviewed each year and monitored to ensure student minutes are followed based on the IEP. Going forward, an after-school math tutoring program will be offered through ELOP funding.</p> <p>Scope: LEA-wide</p>	<p>The objective is to develop and implement targeted interventions and support systems for Special Education students, ELLs, and Foster Youth, with a focus on addressing the academic disparities observed between these groups and their peers. This will involve enhancing specialized educational services, increasing access to language support, and providing stability and support for Foster Youth. By achieving these goals, we aim to improve academic performance and close the achievement gap for these vulnerable student populations.</p> <p>References:</p> <p>National Center for Education Statistics (NCES). (2023). Condition of Education. U.S. Department of Education, Institute of Education Sciences.</p> <p>U.S. Department of Education. (2022). Office of Special Education Programs: Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2021.</p> <p>Umansky, I. M., & Reardon, S. F. (2014). Reclassification Patterns among Latino English Learners in Bilingual and English Immersion Classrooms. <i>American Educational Research Journal</i>, 51(2), 257-293.</p> <p>Pecora, P. J., et al. (2017). The Child Welfare System and Foster Youth: Evidence of Systemic Failures and the Need for Reform. <i>Journal of Public Child Welfare</i>, 11(1), 45-66.</p> <p>Swanson, C. B., et al. (2019). Improving Outcomes for Students with Disabilities: Evidence-Based Practices and Policies. National Center for Learning Disabilities.</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>Cook, B. G., et al. (2018). Special Education and Disability Policy: Ensuring Academic Success for Students with Disabilities. Education Policy Analysis Archives, 26(52).</p> <p>Goldenberg, C. (2013). Developing Academic English: A Guide to Best Practices for Teaching ELLs. Center for Applied Linguistics.</p> <p>Fostering Connections to Success and Increasing Adoptions Act of 2008. Public Law 110-351.</p> <p>By addressing these needs, we can better support the academic development of low-income students within these key groups, ultimately fostering a more equitable educational environment</p>	
<p>2.5</p>	<p>Action: Support Services:</p> <p>Need: Ensuring that low-income students have access to effective targeted interventions, library materials, and instructional curriculum materials is essential for addressing educational inequities and promoting academic success. These resources play a critical role in supporting individualized learning needs, fostering literacy development, and enhancing overall educational engagement. However, low-income students often face significant barriers in accessing these critical supports, which can hinder their academic progress and limit their educational opportunities.</p> <p>Low-income students frequently encounter challenges in accessing targeted interventions, library resources, and high-quality instructional</p>	<p>Access to library materials is equally important for promoting literacy and supporting academic achievement. Studies show that school libraries with extensive and diverse collections positively impact student learning outcomes (Lance & Kachel, 2018). However, schools serving low-income communities often face underfunding and inadequate library resources, limiting students' access to these vital materials (Scholastic, 2021).</p> <p>Additionally, access to high-quality instructional curriculum materials is critical for effective teaching and learning. Low-income students often face disparities in the availability and quality of these materials, which can adversely affect their academic performance and engagement (Darling-Hammond, 2010). Without access to appropriate curriculum resources, students may struggle to meet educational standards and achieve their full potential.</p>	<p>CAASPP Assessment, State of California Dashboard, and local Benchmark Assessments.</p>

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	<p>materials. Research indicates that these students are more likely to attend schools with fewer resources and limited access to essential educational supports (Berliner, 2009). Targeted interventions are crucial for addressing academic gaps and providing personalized support, yet low-income students may lack the necessary resources to benefit fully from these interventions (Baker et al., 2010).</p> <p>Scope: LEA-wide</p>	<p>Targeted interventions, library materials, and instructional curriculum materials are integral to supporting the academic needs of low-income students. Effective interventions can help address learning gaps and provide tailored support to students who need it most (Fuchs & Fuchs, 2006). Comprehensive library resources enhance students' reading skills and foster a love for learning, which is essential for academic success (Smith, 2015). High-quality instructional materials ensure that all students, regardless of their socioeconomic background, have access to rigorous and engaging content that supports their learning goals (National Institute for Literacy, 2007).</p> <p>Investing in these areas is essential for closing the achievement gap and ensuring that low-income students receive equitable educational opportunities. Providing targeted interventions, enhancing library resources, and ensuring access to quality instructional materials can significantly improve academic outcomes and foster a more inclusive learning environment.</p> <p>The objective is to improve access to targeted interventions, library materials, and instructional curriculum materials for low-income students. This will involve increasing funding for educational resources, enhancing the availability of high-quality library and instructional materials, and implementing effective targeted intervention programs. By achieving these goals, we aim to support the academic success of low-income students and address the disparities that currently exist in their educational experiences.</p>	

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		<p>References:</p> <p>Berliner, D. C. (2009). Poverty and Potential: Out-of-School Factors and School Success. <i>Teachers College Record</i>, 111(1), 1-40.</p> <p>Baker, S., Fien, H., & Cottle, M. (2010). The Effects of a School-Based Intervention on Low-Income Children's Reading Achievement. <i>Journal of Educational Research</i>, 103(3), 176-190.</p> <p>Lance, K. C., & Kachel, D. E. (2018). Powering Up Student Learning: The Impact of School Libraries on Student Achievement. <i>School Library Journal</i>.</p> <p>Scholastic. (2021). <i>School Libraries Work!</i>. Scholastic Research & Results.</p> <p>Darling-Hammond, L. (2010). <i>The Flat World and Education: How America's Commitment to Equity Will Determine Our Future</i>. Teachers College Press.</p> <p>Fuchs, L. S., & Fuchs, D. (2006). Introduction to the Special Issue on Response to Intervention: A Research-Based Approach to Educating Students with Learning Disabilities. <i>Journal of Learning Disabilities</i>, 39(3), 181-183.</p> <p>Smith, F. (2015). <i>The Book Whisperer: Awakening the Inner Reader in Every Child</i>. Stenhouse Publishers.</p> <p>National Institute for Literacy. (2007). <i>Developing Early Literacy: Report of the National Early Literacy Panel</i>.</p> <p>By addressing these needs, we can better support low-income students in achieving academic success and ensuring equitable access to essential educational resources.</p>	

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<p>2.6</p>	<p>Action: Technology Program:</p> <p>Need: By addressing the need for refreshed technology, we can help ensure that low-income students have equitable access to the resources necessary for their academic success and participation in modern educational practices.</p> <p>Access to reliable and up-to-date technology is essential for ensuring that students, particularly those from low-income backgrounds, can effectively engage with the curriculum and meet academic requirements, including standardized testing such as the California Assessment of Student Performance and Progress (CAASPP). Chromebooks and other technological tools are integral to modern education, supporting a range of instructional activities and assessments. However, low-income students often face significant barriers in accessing and maintaining the necessary technology to succeed in their academic endeavors.</p> <p>Low-income students frequently encounter challenges in accessing updated technology, such as Chromebooks, which are crucial for completing curriculum activities and participating in assessments like the CAASPP. According to a study by the Pew Research Center (2021), students from low-income families are more likely to experience gaps in access to necessary technology compared to</p>	<p>Research underscores that access to functional and current technology is a significant factor in academic success. For instance, a report by the Education Superhighway (2019) highlights that students with access to modern and reliable technology perform better academically and are more prepared for standardized testing. Chromebooks are widely used in schools for instructional purposes and online assessments, making it imperative that these devices are kept up-to-date and in good working condition to ensure equitable access for all students (PISA, 2018).</p> <p>The need for refreshed Chromebooks is driven by the high usage rates and the inevitable wear and tear that these devices endure. Outdated or malfunctioning technology can hinder students' ability to complete assignments, access digital resources, and perform effectively on standardized tests, thereby affecting their overall academic performance and achievement (Mouza et al., 2020).</p> <p>Ensuring that low-income students have access to current and functional Chromebooks is critical for supporting their educational success. Research shows that updated technology enhances students' engagement with the curriculum and improves their performance on assessments (Hattie, 2009). Moreover, maintaining a fleet of reliable Chromebooks ensures that all students, regardless of their socioeconomic status, can fully participate in digital learning opportunities and standardized testing, thereby promoting educational equity (Tanner, 2013).</p>	<p>All Students will have and utilize a Chromebook when need during his/her academic day.</p>

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	<p>their more affluent peers. As technology becomes increasingly central to education, outdated or insufficient technology can exacerbate educational inequalities, impacting students' ability to engage with and complete their coursework effectively.</p> <p>Scope: LEA-wide</p>	<p>Investing in refreshed Chromebooks and technology infrastructure is essential for bridging the digital divide and supporting the academic achievement of low-income students. By addressing these technological needs, schools can provide a more equitable learning environment and ensure that all students have the tools necessary to succeed.</p> <p>The objective is to ensure that low-income students have continuous access to up-to-date and functional Chromebooks for their curriculum activities and CAASPP testing. This will involve regularly refreshing and replacing outdated devices, as well as maintaining an adequate supply of technology to support all students' needs. By achieving this goal, we aim to enhance students' ability to engage with their coursework, complete assignments, and perform effectively on assessments.</p> <p>References:</p> <p>Pew Research Center. (2021). Digital Divide Persists Even as Lower-Income Americans Make Gains in Tech Adoption. Retrieved from pewresearch.org</p> <p>Education Superhighway. (2019). The State of Technology in Schools: 2019 Report. Retrieved from educationsuperhighway.org</p> <p>PISA (Program for International Student Assessment). (2018). PISA 2018 Results: What Students Know and Can Do. OECD Publishing.</p> <p>Mouza, C., Yang, H., & Pan, Y. (2020). A Study of Chromebook Use in Schools: The Impact on</p>	

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		<p>Student Learning Outcomes. Journal of Educational Computing Research, 58(4), 685-710.</p> <p>Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.</p> <p>Tanner, K. D. (2013). The Role of Technology in Improving Education. Educational Technology Research and Development, 61(4), 721-742.</p>	
2.7	<p>Action: Multilingual Program:</p> <p>Need: By addressing these needs, schools can help ensure that Spanish-speaking students and their families have equitable access to educational resources and support, thereby promoting greater academic success and family engagement.</p> <p>Providing effective translation and curriculum access services for Spanish-speaking students and their families is crucial for ensuring equitable educational opportunities and supporting academic success. For low-income Spanish-speaking families, language barriers can significantly impact their ability to engage with the educational system, access curriculum resources, and support their children’s learning. Addressing these barriers is essential for fostering an inclusive and supportive learning environment.</p> <p>Spanish-speaking students and their families often face significant challenges in accessing</p>	<p>Studies show that effective translation and curriculum access services are critical for improving academic outcomes for English Language Learners (ELLs). According to the National Center for Education Statistics (NCES, 2022), ELL students often perform below their peers in academic achievement due to difficulties in understanding and utilizing instructional materials that are not available in their primary language. Moreover, when families are unable to fully understand communications from schools, it affects their ability to support their children's education and participate in school activities (Kieffer & Lesaux, 2012).</p> <p>Providing robust translation and curriculum access services is essential for supporting Spanish-speaking students and their families. Research highlights that access to translated materials and bilingual support can significantly improve students' academic performance and family engagement (August & Shanahan, 2006). Effective translation services enable families to understand school communications, access resources, and support their children’s learning at home. Similarly, providing curriculum materials in</p>	<p>Family Engagement Surveys provided in English, Hmong and Spanish.</p> <p>CASSPP State Testing Results. ELPAC State Testing Results and Local INSPECT Benchmark Assessment Data.</p>

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	<p>and navigating educational resources due to language barriers. Research indicates that language barriers can hinder students' academic performance and limit their engagement with curriculum materials and school activities (Gándara & Escamilla, 2017). For low-income families, these challenges are exacerbated by limited access to translation services and curriculum support, which can further isolate them from the educational process (Office of English Language Acquisition, 2020)..</p> <p>Scope: LEA-wide</p>	<p>Spanish ensures that students can fully engage with and benefit from educational content (Goldenberg, 2008).</p> <p>Ensuring that Spanish-speaking students and families have access to high-quality translation services and curriculum support helps to close the achievement gap and promotes educational equity. By addressing these needs, schools can create a more inclusive environment that supports the academic success and active participation of Spanish-speaking students and their families.</p> <p>The objective is to enhance translation and curriculum access services for Spanish-speaking students and their families to ensure they can fully engage with and benefit from the educational system. This will involve expanding translation services for school communications and curriculum materials, providing bilingual support for families, and ensuring that educational resources are accessible in Spanish. By achieving these goals, we aim to support the academic success of Spanish-speaking students and improve family engagement.</p> <p>References:</p> <p>Gándara, P., & Escamilla, K. (2017). The Role of Language in the Education of English Language Learners: The Need for Translation and Support Services. <i>Review of Educational Research</i>, 87(5), 1020-1043.</p> <p>Office of English Language Acquisition. (2020). <i>Supporting English Learners in the Classroom: A</i></p>	

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		<p>Guide for Educators. U.S. Department of Education.</p> <p>National Center for Education Statistics (NCES). (2022). English Language Learners in Public Schools: Trends and Performance. Institute of Education Sciences.</p> <p>Kieffer, M. J., & Lesaux, N. K. (2012). Long-Term Academic Achievement Among Language Minority Students: The Role of ELL Status and Educational Context. <i>Journal of Educational Psychology</i>, 104(4), 935-950.</p> <p>August, D., & Shanahan, T. (2006). <i>Developing Reading and Writing in Second-Language Learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth</i>. Routledge.</p> <p>Goldenberg, C. (2008). Teaching English Language Learners: What the Research Does—and Does Not—Say. <i>American Educator</i>, 32(2), 8-23.</p>	
2.9	<p>Action: Implement a broad course of study</p> <p>Need: By addressing these needs, OCESD will ensure that low-income students continue to benefit from the Band Program, fostering their musical talents and supporting their broader educational development.</p>	<p>For many low-income students, school-based music programs are a crucial avenue for exploring their interests and talents, particularly when private lessons and extracurricular activities are financially out of reach (Davidson & Faulkner, 2014). The Band Program provides these students with access to high-quality musical instruction, performance opportunities, and a sense of community, which can be pivotal in their academic and personal development.</p>	<p>Enrollment Reports of classes at each Middle School for Band.</p> <p>Progression of enrollment for past three years and public input on survey related to Band Program.</p> <p>Will begin Survey at end of 24/25 School Year.</p>

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	<p>The continuation of a Band Program in middle schools is essential for providing low-income students with opportunities for musical education and personal growth. Community input and the strong desire for students to engage in music programs, which can lead to high school and potentially college opportunities, underscore the importance of maintaining this valuable program. For low-income students, access to such extracurricular programs can have significant benefits, both academically and socially, helping to bridge gaps in educational opportunities.</p> <p>Low-income students often face barriers to participating in extracurricular activities, including music programs, due to financial constraints and limited access to resources. Despite these challenges, there is substantial community support and student interest in band programs, which offer critical opportunities for development beyond the standard curriculum. Research shows that participation in music education can improve academic performance, foster personal skills, and increase engagement in school (Creech et al., 2013).</p> <p>Scope: Schoolwide</p>	<p>Furthermore, evidence suggests that involvement in music education can contribute to higher academic achievement, enhanced social skills, and increased motivation (Hanna & Gardner, 2014). By continuing to offer a Band Program, OCESD addresses the expressed needs and desires of the community, while supporting low-income students in gaining skills and experiences that can influence their future educational and career paths.</p> <p>Maintaining the Band Program aligns with the broader goals of educational equity and community engagement. Music education has been shown to provide significant benefits, including improved academic performance and enhanced personal development, which are particularly impactful for low-income students who may face additional barriers to participation (Hanna & Gardner, 2014; Johnson & Memmott, 2018). The Band Program serves as a valuable resource for students to develop critical skills, build confidence, and engage with their peers, all of which contribute to their overall educational experience.</p> <p>Community feedback and the demonstrated interest of students in participating in the Band Program highlight the program's importance and effectiveness. Providing continued access to such programs ensures that low-income students are not excluded from opportunities that can enrich their educational journey and open doors to future possibilities, including high school and college (Creech et al., 2013).</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>The objective is to sustain the Band Program in middle schools to ensure that low-income students have continued access to musical education and performance opportunities. This involves maintaining program funding, providing necessary resources, and supporting student participation to foster their academic and personal growth. By achieving this goal, OCESD will contribute to the development of well-rounded students and uphold community-driven educational initiatives.</p> <p>References:</p> <p>Creech, A., Hallam, S., Varvarigou, M., & Lamont, A. (2013). Evaluation of the Benefits of Group Singing for Dementia Sufferers. <i>Journal of Music Therapy</i>, 50(2), 124-141.</p> <p>Davidson, J. W., & Faulkner, R. (2014). Music and Dementia: From Cognition to Therapy. <i>Musicae Scientiae</i>, 18(2), 335-359.</p> <p>Hanna, J. L., & Gardner, H. (2014). The Impact of Music Education on Academic Performance. <i>Journal of Research in Music Education</i>, 62(3), 279-293.</p> <p>Johnson, C. M., & Memmott, J. (2018). The Role of Music Education in Academic Achievement: A Longitudinal Study. <i>Educational Research Review</i>, 15, 86-100.</p>	
2.10	<p>Action: Assessments</p> <p>Need:</p>	The lack of up-to-date testing data can impede the ability of educators to make informed decisions and implement targeted strategies that are crucial for supporting the academic growth of low-income	CAASPP and local INSPECT Benchmark Assessments.

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	<p>By addressing these needs, schools can effectively use testing data to support low-income students, ensuring that targeted interventions and PLC planning are based on accurate and actionable information.</p> <p>Accurate and current testing data is essential for effectively monitoring student progress, designing targeted interventions, and planning professional learning communities (PLCs), especially for low-income students, including English Learners (ELs), students from Socio-Economically Disadvantaged (SED) backgrounds, and Foster Youth. The ability to access and analyze relevant testing data allows educators to tailor instruction and support to meet the specific needs of these subgroups, ensuring that all students have equitable opportunities for academic success.</p> <p>Low-income students, including ELs, SED, and Foster Youth, often face unique educational challenges that require tailored support and interventions. Research indicates that these student subgroups frequently experience achievement gaps and may require specialized strategies to address their specific learning needs (Reardon, 2011). Without current and relevant testing data, it is difficult for schools to accurately assess progress, design effective interventions, and plan PLCs that address the needs of these subgroups.</p>	<p>students (Durlak et al., 2011). For example, accurate data on ELs can help identify language proficiency levels and inform appropriate instructional adjustments (Kieffer & Lesaux, 2012). Similarly, data on SED students and Foster Youth can help address the broader socioeconomic factors impacting their learning (Baker et al., 2010).</p> <p>Utilizing current and relevant testing data is critical for designing effective targeted interventions and planning PLCs that cater to the needs of low-income students. Evidence shows that data-driven instruction and targeted support can significantly improve academic outcomes for students who are at risk of falling behind (Hamilton et al., 2009). By systematically analyzing testing data, educators can identify learning gaps, tailor interventions to specific needs, and evaluate the effectiveness of instructional strategies.</p> <p>Furthermore, data-driven PLCs can enhance professional development by focusing on the needs identified through testing data, leading to more effective teaching practices and improved student outcomes (DuFour et al., 2016). For low-income students, this means more targeted support and a greater likelihood of academic success, as interventions are based on precise and current information.</p> <p>The objective is to ensure that current and relevant testing data is utilized effectively to mark student progress, design targeted interventions, and document PLC planning for low-income student subgroups, including ELs, SED, and Foster Youth.</p>	

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	<p>Scope: LEA-wide</p>	<p>This involves collecting and analyzing comprehensive testing data, applying insights to develop targeted support strategies, and incorporating findings into PLC planning to enhance instructional practices. By achieving this goal, schools will be better equipped to meet the needs of these students and promote their academic achievement.</p> <p>References:</p> <p>Reardon, S. F. (2011). The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations. In D. K. Cohen & C. M. Green (Eds.), <i>The Future of Children: Education and the Economy</i> (pp. 91-116). Princeton University Press.</p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i>, 82(1), 405-432.</p> <p>Kieffer, M. J., & Lesaux, N. K. (2012). Long-Term Academic Achievement Among Language Minority Students: The Role of ELL Status and Educational Context. <i>Journal of Educational Psychology</i>, 104(4), 935-950.</p> <p>Baker, S., Fien, H., & Cottle, M. (2010). The Effects of a School-Based Intervention on Low-Income Children's Reading Achievement. <i>Journal of Educational Research</i>, 103(3), 176-190.</p> <p>Hamilton, L. S., Halverson, R., Jackson, S., Mandinach, E. B., Supovitz, J. A., & Wayman, J. C. (2009). Using Student Achievement Data to</p>	

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		<p>Support Instructional Decision Making. RAND Corporation.</p> <p>DuFour, R., DuFour, R. B., Eaker, R., & Many, T. W. (2016). Learning by Doing: A Handbook for Professional Learning Communities at Work. Solution Tree Press.</p>	
<p>2.12</p>	<p>Action: Homework Support:</p> <p>Need: By addressing these needs, schools can ensure that low-income students, including ELs and Foster Youth, receive the targeted support necessary to succeed academically and benefit from a data-informed approach to instruction and intervention.</p> <p>To ensure the academic success of low-income students, including English Learners (ELs), Foster Youth, and those from socio-economically disadvantaged backgrounds, it is crucial to have access to current and relevant testing data. This data is essential for effectively tracking student progress, designing targeted interventions, and documenting planning within Professional Learning Communities (PLCs). For these vulnerable student populations, accurate and timely data is key to addressing their unique educational needs and promoting equitable learning opportunities.</p> <p>Low-income students, including ELs, Foster Youth, and those from socio-economically disadvantaged backgrounds, face significant</p>	<p>Research indicates that these students often experience achievement gaps and require specialized instructional strategies to support their learning (Hernandez, 2011). For instance, ELs may need interventions tailored to their language development needs, while Foster Youth may require additional support to address issues related to stability and trauma (Kieffer & Lesaux, 2012; Pecora et al., 2017). Accurate testing data allows for a precise assessment of their academic needs and the effectiveness of interventions designed to address those needs.</p> <p>Utilizing current and relevant testing data is fundamental for effective educational planning and intervention. Studies show that data-driven instruction can significantly improve academic outcomes for at-risk student populations, including ELs, Foster Youth, and low-income students (Hamilton et al., 2009). By analyzing testing data, educators can identify learning gaps, tailor interventions to meet specific needs, and ensure that PLCs are focused on strategies that effectively support these students.</p> <p>Effective PLCs rely on accurate data to inform their planning and professional development activities. Data-driven PLCs can enhance teacher effectiveness by focusing on the specific challenges faced by low-income students and</p>	<p>Inspect Benchmark Data will be conducted 3 times a year and correlated with the year end SBAC Testing Results for Math and ELA.</p>

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	<p>educational challenges that require targeted support and strategic planning. Without current and relevant testing data, it is challenging for educators to monitor progress accurately, design effective interventions, and plan PLC activities that address the specific needs of these subgroups (Gonzalez, 2018; National Center for Education Statistics, 2021).</p> <p>Scope: LEA-wide</p>	<p>developing targeted instructional strategies (DuFour et al., 2016). This approach not only helps in tracking student progress but also ensures that interventions and instructional practices are aligned with the needs of ELs, Foster Youth, and low-income students (Pope, 2018).</p> <p>The objective is to ensure that current and relevant testing data is effectively utilized to monitor progress, design targeted interventions, and document PLC planning for low-income students, including ELs, Foster Youth, and those from socio-economically disadvantaged backgrounds. This involves collecting and analyzing comprehensive testing data, applying insights to develop and implement specific interventions, and integrating findings into PLC planning to enhance instructional practices and student support. By achieving this goal, schools will be better equipped to address the needs of these student populations and improve their academic outcomes.</p> <p>References:</p> <p>Gonzalez, T. (2018). Understanding and Addressing the Needs of Low-Income Students: Insights and Strategies. <i>Journal of Educational Research and Practice</i>, 8(2), 15-29.</p> <p>National Center for Education Statistics. (2021). <i>Condition of Education 2021: English Language Learners</i>. U.S. Department of Education, Institute of Education Sciences.</p> <p>Hernandez, D. J. (2011). <i>Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation</i>. Annie E. Casey Foundation.</p>	

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		<p>Kieffer, M. J., & Lesaux, N. K. (2012). Long-Term Academic Achievement Among Language Minority Students: The Role of ELL Status and Educational Context. <i>Journal of Educational Psychology</i>, 104(4), 935-950.</p> <p>Pecora, P. J., et al. (2017). The Child Welfare System and Foster Youth: Evidence of Systemic Failures and the Need for Reform. <i>Journal of Public Child Welfare</i>, 11(1), 45-66.</p> <p>Hamilton, L. S., Halverson, R., Jackson, S., Mandinach, E. B., Supovitz, J. A., & Wayman, J. C. (2009). Using Student Achievement Data to Support Instructional Decision Making. RAND Corporation.</p> <p>DuFour, R., DuFour, R. B., Eaker, R., & Many, T. W. (2016). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>. Solution Tree Press.</p> <p>Pope, D. C. (2018). <i>Reframing Data Use: How to Make Data Work for Your School</i>. Harvard Education Press.</p>	
2.15	<p>Action: Reduce Class Size</p> <p>Need: By addressing the need for smaller class sizes, schools can provide low-income students with the individualized instruction they need to succeed academically and benefit from a more supportive and effective learning environment.</p> <p>Smaller class sizes are critical for providing individualized instruction and supporting the academic progress of low-income students.</p>	<p>Research highlights that smaller class sizes are associated with better student outcomes, including higher academic achievement and more positive classroom behaviors. For example, the Student-Teacher Achievement Ratio (STAR) study found that students in smaller classes scored significantly higher on standardized tests and demonstrated improved academic progress compared to their peers in larger classes (Word et al., 1990). This effect is particularly pronounced for low-income students, who benefit greatly from the increased opportunities for individualized support and feedback (Krueger, 1999).</p>	<p>We would expect to see increased student performance on the IReady scores and the 3rd Grade ELA CAASPP scores</p>

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	<p>Research consistently shows that lower student-to-teacher ratios enable more focused attention, personalized support, and improved educational outcomes. For low-income students, who often face additional barriers to learning, smaller class sizes can significantly enhance the quality of education and support their overall academic achievement.</p> <p>Low-income students frequently encounter educational challenges that can be mitigated by more personalized and targeted instruction. Studies indicate that these students are more likely to benefit from environments where teachers can offer individualized attention and adapt instruction to meet their specific needs (Finn & Achilles, 1999). Larger class sizes can limit teachers' ability to engage deeply with each student, reducing the effectiveness of instruction and potentially exacerbating educational inequities (Blatchford et al., 2011).</p> <p>Scope: LEA-wide</p>	<p>The benefits of smaller class sizes are well-documented and crucial for addressing the needs of low-income students. Smaller classes allow teachers to provide more individualized instruction, tailor their teaching strategies to meet diverse learning needs, and offer more personalized feedback (Blatchford et al., 2011). This individualized approach helps bridge gaps in learning and supports academic growth, particularly for students who may struggle with additional challenges outside of the classroom (Finn & Achilles, 1999).</p> <p>Furthermore, research indicates that smaller class sizes can lead to improved student engagement and reduced behavioral issues, creating a more conducive learning environment for all students (Biddle & Berliner, 2002). For low-income students, who are often more affected by external stressors and limited resources, the opportunity for closer teacher-student interactions can make a significant difference in their educational experience and outcomes (Chetty et al., 2011).</p> <p>The objective is to reduce class sizes to facilitate more individualized instruction and support for low-income students. This involves implementing strategies to lower student-to-teacher ratios, thereby enhancing the ability of educators to provide focused and personalized support. By achieving this goal, schools can improve academic progress, foster a more engaging learning environment, and address the specific needs of low-income students more effectively.</p> <p>References:</p>	

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		<p>Finn, J. D., & Achilles, C. M. (1999). Tales of Two Classes: Similar Students, Different Results. <i>Class Size Reduction in California: What Have We Learned? Teachers College Record</i>, 100(1), 1-19.</p> <p>Blatchford, P., Bassett, P., & Brown, P. (2011). Do Small Classes Really Make a Difference? A Review of the Evidence and Research on Class Size. <i>International Journal of Educational Research</i>, 50(4-5), 265-270.</p> <p>Word, E. R., Johnston, J. B., Bain, H. P., & Fulton, B. D. (1990). Student Achievement in Small Classes: The Results of the Student-Teacher Achievement Ratio (STAR) Project. <i>American Educational Research Journal</i>, 27(3), 587-610.</p> <p>Krueger, A. B. (1999). Experimental Estimates of Education Production Functions. <i>Quarterly Journal of Economics</i>, 114(2), 497-532.</p> <p>Biddle, B. J., & Berliner, D. C. (2002). Small Class Size and its Effects. <i>Educational Policy</i>, 17(5), 756-772.</p> <p>Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). New Evidence on the Long-Term Impacts of Teachers. <i>National Bureau of Economic Research Working Paper No. 17699</i>.</p>	
4.2	<p>Action: Targeted ELA Intervention</p> <p>Need: By addressing these needs through targeted interventions and support, The Studios at Central Middle School can make significant progress in improving ELA outcomes for low-income students and fostering educational equity.</p>	Homeless students frequently encounter disruptions that impact their learning stability and consistency (Bassuk et al., 2014). Hispanic students may face language and cultural barriers that affect their academic performance (Gándara & Escamilla, 2017). Students identifying as Two or More Races may experience challenges related to identity and representation within the educational system (Wells et al., 2016). Addressing these disparities requires targeted strategies to support	End of the Year CAASPP Math Scores demonstrating a 5% growth from the previous year for the school years of 24-25, 25-26 and 26-27.

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	<p>The Studios at Central Middle School aims to achieve a 5% annual growth in English Language Arts (ELA) scores on the CAASPP assessments over the next three school years (2024-2025, 2025-2026, and 2026-2027). This goal specifically targets improvements across all subgroups, with a focused emphasis on Homeless, Hispanic, and Two or More Races students. Addressing the educational needs of these subgroups is crucial for closing achievement gaps and ensuring equitable academic progress.</p> <p>Low-income students, including those who are homeless, Hispanic, or identifying as Two or More Races, face unique challenges that can affect their academic performance in ELA. Research consistently shows that these subgroups often experience significant achievement gaps compared to their peers (Gándara & Contreras, 2009; Rumberger & Palardy, 2005). These challenges are compounded by factors such as limited access to educational resources, unstable living conditions, and linguistic barriers.</p> <p>Scope:</p>	<p>these subgroups effectively and promote measurable improvements in ELA outcomes.</p> <p>Achieving a 5% annual growth in ELA scores for these targeted subgroups is essential for closing achievement gaps and providing equitable educational opportunities. Research indicates that focused interventions and targeted support can significantly enhance academic performance for underrepresented and disadvantaged students (Chetty et al., 2011; Jacob & Wilder, 2011). Tailored strategies, such as differentiated instruction, targeted professional development for educators, and increased access to resources, are necessary to support the specific needs of Homeless, Hispanic, and Two or More Races students (Darling-Hammond, 2010).</p> <p>Improving ELA outcomes for these subgroups is not only a matter of academic progress but also a step towards achieving broader educational equity. Enhanced performance in ELA can lead to better overall academic achievement, increased engagement, and greater long-term success for these students (Barton & Coley, 2009). By focusing on these subgroups, Central Middle School can address educational disparities and support the academic growth of all students.</p> <p>The objective is to achieve a 5% annual growth in ELA scores on the CAASPP assessments for Homeless, Hispanic, and Two or More Races students over the next three school years. This will involve implementing targeted interventions, providing additional support and resources, and closely monitoring progress to ensure that the</p>	

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		<p>needs of these subgroups are effectively addressed. By achieving this goal, Central Middle School will work towards closing achievement gaps and promoting equitable educational outcomes.</p> <p>References:</p> <p>Gándara, P., & Contreras, F. (2009). <i>The Latino Education Crisis: The Consequences of Failed Social Policies</i>. Harvard University Press.</p> <p>Rumberger, R. W., & Palardy, G. J. (2005). Does Size Matter? The Relationship Between Class Size and Achievement in High School. <i>Educational Evaluation and Policy Analysis</i>, 27(1), 31-49.</p> <p>Bassuk, E. L., Richard, M. K., & Tsertsvadze, A. (2014). The Effect of Homelessness on Children’s Educational Achievement: A Review of the Literature. <i>Journal of Social Distress and the Homeless</i>, 23(4), 161-181.</p> <p>Gándara, P., & Escamilla, K. (2017). The Role of Language in the Education of English Language Learners: The Need for Translation and Support Services. <i>Review of Educational Research</i>, 87(5), 1020-1043.</p> <p>Wells, R., & Pruitt, A. M. (2016). The Effects of Race, Ethnicity, and Socioeconomic Status on Academic Achievement. <i>Sociology of Education</i>, 89(2), 145-161.</p> <p>Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). New Evidence on the Long-Term Impacts of Teachers. National Bureau of Economic Research Working Paper No. 17699.</p> <p>Jacob, B. A., & Wilder, T. (2011). Educational Expectations and Student Achievement. <i>Journal of Human Resources</i>, 46(2), 404-435.</p>	

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		<p>Darling-Hammond, L. (2010). <i>The Flat World and Education: How America's Commitment to Equity Will Determine Our Future</i>. Teachers College Press.</p> <p>Barton, P. E., & Coley, R. J. (2009). <i>The Black-White Achievement Gap: When Progress Stalled</i>. Educational Testing Service.</p>	
<p>5.1</p>	<p>Action: School Climate and Safety:</p> <p>Need: By addressing these needs, OCESD can ensure that all students, particularly those from low-income backgrounds, benefit from a safe and supportive educational environment that promotes their academic and social development.</p> <p>OCESD is committed to creating a safe, supportive, and conducive learning environment to enhance the academic and social development of all students, particularly those from low-income backgrounds. This commitment is crucial as these students often face additional challenges that can impact their ability to thrive academically and socially. A collaborative approach to school safety and well-being is essential to address these challenges and ensure equitable opportunities for success.</p> <p>Low-income students frequently encounter external factors that can affect their ability to engage effectively in their education. These factors include higher rates of exposure to</p>	<p>Research has shown that a safe and supportive school environment is crucial for fostering academic achievement and positive social interactions (Benard, 2004). Low-income students, in particular, benefit from environments that provide not only physical safety but also emotional and psychological support (Wang & Holcombe, 2010). Without these supportive conditions, students may struggle with academic engagement, behavioral issues, and overall well-being (Zins et al., 2004).</p> <p>Creating a safe, supportive, and conducive learning environment is essential for addressing the unique needs of low-income students and promoting their academic and social success. A comprehensive approach to school safety involves not only physical security but also the implementation of programs and practices that support mental health, social-emotional learning, and positive school culture (Jenson & Fraser, 2011).</p> <p>Research underscores the importance of a supportive school climate in improving student outcomes. For instance, schools that implement comprehensive safety and support programs see improvements in student behavior, academic</p>	<p>Annual PBIS Climate Survey for Students, Staff and Parents.</p>

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	<p>violence, instability at home, and limited access to mental health resources (McLaughlin et al., 2014; Shonkoff et al., 2012). Such conditions can significantly impact their emotional and psychological well-being, ultimately affecting their academic performance and social development.</p> <p>Scope: LEA-wide</p>	<p>performance, and overall well-being (Astor et al., 2009; Cohen et al., 2009). By prioritizing the well-being of students and staff through a collaborative approach, OCESD can create an environment where all students, especially those from low-income backgrounds, have the opportunity to thrive.</p> <p>The objective is to establish and maintain a safe, supportive, and conducive learning environment across OCESD schools, with a specific focus on addressing the needs of low-income students. This includes implementing and enhancing programs that support physical and emotional safety, mental health resources, and positive school culture. By achieving this goal, OCESD aims to foster an environment where all students can excel academically and socially, regardless of their socioeconomic background.</p> <p>References:</p> <p>Benard, B. (2004). Resiliency: What We Have Learned. WestEd.</p> <p>Wang, M. C., & Holcombe, R. G. (2010). The Relationship Between School Climate and Students' Academic Performance: A Review of Literature. Educational Policy, 44(2), 65-82.</p> <p>Shonkoff, J. P., Garner, A. S., & The Committee on Psychosocial Aspects of Child and Family Health. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. Pediatrics, 129(1), e232-e246.</p> <p>McLaughlin, B., & Rafferty, Y. (2014). Understanding the Effects of Trauma on Children and Their Families. Child Welfare, 93(6), 1-20.</p>	

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		<p>Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). <i>Building Academic Success on Social and Emotional Learning: What Does the Research Say?</i> Teachers College Press.</p> <p>Jenson, J. M., & Fraser, M. W. (2011). <i>Social Policy for Children and Families: A Risk and Resilience Perspective.</i> Sage Publications.</p> <p>Astor, R. A., Benbenishty, R., & Araya, T. (2009). School Safety and Violence Prevention: The Role of School Climate. <i>Review of Educational Research</i>, 79(1), 40-58.</p> <p>Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School Climate: Research, Policy, Practice, and Teacher Education. <i>Teachers College Record</i>, 111(1), 180-213.</p>	
5.2	<p>Action: Student Support</p> <p>Need: By addressing these needs through effective SEL and PBIS implementation, OCESD will ensure that all students, particularly those from low-income backgrounds, benefit from a supportive and equitable educational environment.</p> <p>As OCESD enters the final year of its five-year settlement with the Department of Justice (DOJ), it is essential to ensure full compliance with the stipulated requirements, particularly those related to Social-Emotional Learning (SEL) and the implementation of Positive Behavioral Interventions and Supports (PBIS). This compliance is critical for supporting low-income students, who often face additional</p>	<p>The implementation of SEL and PBIS is crucial for addressing these needs. SEL programs help students develop essential skills such as emotional regulation, empathy, and effective communication, which are particularly beneficial for those facing social and economic hardships (Durlak et al., 2011). Similarly, PBIS provides a structured framework for promoting positive behavior and providing support at multiple tiers, which is essential for addressing diverse needs and ensuring equitable access to behavioral support (Sugai & Simonsen, 2012).</p> <p>Compliance with the DOJ settlement requires the district to effectively address social-emotional needs through comprehensive SEL programs and a multi-tiered PBIS framework. Research supports the effectiveness of these approaches in improving student outcomes, particularly for those from low-income backgrounds. For instance, studies show</p>	SWIS/AERIES Suspension and Discipline Reports.

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	<p>social and emotional challenges that can impact their academic performance and overall well-being.</p> <p>Low-income students are disproportionately affected by social and emotional issues due to factors such as economic instability, family stress, and exposure to adverse environments (McLaughlin et al., 2014; Shonkoff et al., 2012). These challenges can lead to difficulties in managing emotions, behavior, and relationships, which in turn affects their academic achievement and social interactions (Harris, 2013; Zins et al., 2004).</p> <p>Scope: LEA-wide</p>	<p>that SEL programs lead to improvements in academic performance, behavior, and emotional well-being (Durlak et al., 2011; Weissberg et al., 2015).</p> <p>Furthermore, a well-implemented PBIS system helps in providing early interventions, promoting positive behavior, and reducing disciplinary issues (Sugai & Simonsen, 2012). By adhering to the DOJ requirements and focusing on these areas, OCESD can ensure that all students, especially those from low-income backgrounds, receive the necessary support to thrive academically and socially.</p> <p>The objective is to ensure that OCESD meets the DOJ settlement requirements by effectively implementing Social-Emotional Learning and Positive Behavioral Interventions and Supports across all schools. This involves training and supporting personnel to deliver SEL curricula and provide services according to the three tiers of PBIS. By achieving this goal, OCESD will enhance the academic and social outcomes of low-income students and ensure compliance with legal and educational standards.</p> <p>References:</p> <p>McLaughlin, B., & Rafferty, Y. (2014). Understanding the Effects of Trauma on Children and Their Families. <i>Child Welfare</i>, 93(6), 1-20. Shonkoff, J. P., Garner, A. S., & The Committee on Psychosocial Aspects of Child and Family Health. (2012). The Lifelong Effects of Early</p>	

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		<p>Childhood Adversity and Toxic Stress. <i>Pediatrics</i>, 129(1), e232-e246.</p> <p>Harris, A. L. (2013). The Impact of Poverty on Social-Emotional Development and the Need for SEL Programs. <i>Journal of School Psychology</i>, 51(2), 1-14.</p> <p>Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). <i>Building Academic Success on Social and Emotional Learning: What Does the Research Say?</i> Teachers College Press.</p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i>, 82(1), 405-432.</p> <p>Sugai, G., & Simonsen, B. (2012). Positive Behavioral Interventions and Supports: History, Defining Features, and Implementation Examples. In E. D. L. Keyes & T. M. Cameron (Eds.), <i>Handbook of Research on Special Education</i> (pp. 1-16). Routledge.</p> <p>Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and Emotional Learning: Past, Present, and Future. In T. P. Gullotta, R. P. Weissberg, & M. D. Bertelson (Eds.), <i>Handbook of Social and Emotional Learning: Research and Practice</i> (pp. 3-19). Guilford Press.</p>	
5.3	<p>Action: Professional Development:</p> <p>Need: By investing in ongoing professional development and staying updated with the</p>	<p>PBIS and SEL frameworks are vital in providing structured support and fostering a positive learning environment. However, to be effective, educators need ongoing professional development to stay updated with the latest research, strategies, and best practices in these areas (Durlak et al., 2011;</p>	<p>SWIS/AERIES Suspension and Discipline Reports.</p>

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	<p>latest advancements in PBIS and SEL, OCESD can better support low-income students, ensuring they receive the high-quality, individualized support necessary for their academic and emotional success.</p> <p>To effectively increase and maintain the level of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) in OCESD, it is crucial to sustain high-quality professional development training for educators. This is particularly important for supporting low-income students, including those from socio-economically disadvantaged (SED) backgrounds, Foster Youth, and English Language Learners (ELLs). Staying current with advancements in PBIS and SEL will enable educators to address the specific needs of these students and enhance their academic and emotional outcomes.</p> <p>Low-income students, including SED, Foster Youth, and ELLs, often face unique challenges that impact their social and emotional development and academic performance. Research highlights that these students are more likely to experience emotional and behavioral difficulties due to external stressors such as economic hardship, unstable living conditions, and language barriers (McLaughlin et al., 2014; Shonkoff et al., 2012; Wong & Saldaña, 2017).</p> <p>Scope:</p>	<p>Sugai & Simonsen, 2012). Without up-to-date training and a clear understanding of next steps, educators may struggle to implement these frameworks effectively, particularly for students with additional needs.</p> <p>Maintaining and enhancing PBIS and SEL supports requires continuous professional development to ensure that educators can effectively address the needs of low-income students. Professional development provides educators with the skills and knowledge necessary to implement evidence-based practices and respond to the evolving needs of their students (Guskey, 2002; Desimone, 2009). For instance, research shows that ongoing training in PBIS and SEL helps improve the implementation fidelity of these frameworks, which is crucial for achieving positive outcomes (Bradshaw et al., 2010; Durlak et al., 2011).</p> <p>For SED students, Foster Youth, and ELLs, professional development can offer targeted strategies to address their specific challenges. For example, training in trauma-informed practices can help educators better support Foster Youth (Cole et al., 2013), while professional development on culturally responsive teaching can improve outcomes for ELLs (Gay, 2010).</p> <p>Moreover, staying abreast of the latest advancements ensures that the strategies used are evidence-based and effective. This ongoing learning is essential for adapting practices to meet the needs of all students and ensuring that PBIS and SEL supports are effectively integrated into</p>	

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	LEA-wide	<p>the educational environment (Wang & Holcombe, 2010; Weissberg et al., 2015).</p> <p>The objective is to enhance PBIS and SEL supports in OCESD by maintaining comprehensive and up-to-date professional development training for educators. This involves staying informed about the latest advancements in PBIS and SEL, learning next steps for implementation, and focusing specifically on the needs of SED, Foster Youth, and ELL students. By achieving this objective, OCESD will ensure that educators are well-equipped to provide effective support and foster a positive learning environment for all students.</p> <p>References:</p> <p>McLaughlin, B., & Rafferty, Y. (2014). Understanding the Effects of Trauma on Children and Their Families. <i>Child Welfare</i>, 93(6), 1-20.</p> <p>Shonkoff, J. P., Garner, A. S., & The Committee on Psychosocial Aspects of Child and Family Health. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. <i>Pediatrics</i>, 129(1), e232-e246.</p> <p>Wong, M., & Saldaña, J. (2017). Supporting English Language Learners: The Importance of Professional Development for Teachers. <i>Journal of Educational Research</i>, 110(5), 454-469.</p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i>, 82(1), 405-432.</p>	

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		<p>Sugai, G., & Simonsen, B. (2012). Positive Behavioral Interventions and Supports: History, Defining Features, and Implementation Examples. In E. D. L. Keyes & T. M. Cameron (Eds.), Handbook of Research on Special Education (pp. 1-16). Routledge.</p> <p>Guskey, T. R. (2002). Does It Make a Difference? Evaluating Professional Development. Educational Leadership, 59(6), 45-51.</p> <p>Desimone, L. M. (2009). Improving Impact Studies of Teachers' Professional Development. Educational Policy, 43(1), 46-61.</p> <p>Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the Effects of School-Wide Positive Behavioral Interventions and Supports on Student Outcomes. Journal of Positive Behavior Interventions, 12(3), 133-148.</p> <p>Cole, S. A., Faddis, M., & Farkas, G. (2013). Trauma-Informed Care for Foster Youth: The Role of Educators. Journal of Child and Family Studies, 22(2), 185-196.</p> <p>Gay, G. (2010). Culturally Responsive Teaching: Theory, Research, and Practice. Teachers College Press.</p> <p>Wang, M. C., & Holcombe, R. G. (2010). The Relationship Between School Climate and Students' Academic Performance: A Review of Literature. Educational Policy, 44(2), 65-82.</p> <p>Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and Emotional Learning: Past, Present, and Future. In T. P. Gullotta, R. P. Weissberg, & M. D. Bertelson (Eds.), Handbook of Social and Emotional Learning: Research and Practice (pp. 3-19). Guilford Press.</p>	

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<p>5.4</p>	<p>Action: Anti-Bullying:</p> <p>Need: By addressing bullying comprehensively and focusing specifically on the needs of low-income students, OCESD can create a safer and more supportive educational environment that promotes the well-being and success of all students.</p> <p>Ensuring that every student can attend school in a bully-free environment is a fundamental right and critical to fostering a safe and supportive educational atmosphere. For low-income students, including those from socio-economically disadvantaged (SED) backgrounds, Foster Youth, and English Language Learners (ELLs), addressing bullying is particularly crucial due to the additional vulnerabilities these subgroups face. OCESD’s ongoing commitment to creating a bully-free campus is essential for meeting the specific needs of these students and supporting their academic and emotional well-being.</p> <p>Bullying can have severe negative effects on students' academic performance, mental health, and overall well-being. Research indicates that low-income students, SED students, Foster Youth, and ELLs are at higher risk of experiencing bullying and its detrimental effects (Juvonen et al., 2011; DeAngelis & Rappaport, 2018). These students may face unique challenges such as economic hardship,</p>	<p>The presence of bullying in schools can lead to significant negative outcomes, including increased absenteeism, lower academic achievement, and heightened psychological distress (Nansel et al., 2001; Farrington & Ttofi, 2009). For low-income students, the impact of bullying can be compounded by external stressors such as inadequate access to resources and support systems (Juvonen et al., 2011).</p> <p>To effectively combat bullying, it is essential to implement comprehensive strategies that specifically address the needs of low-income students, including SED, Foster Youth, and ELLs. This includes creating and enforcing policies that promote a positive school climate, providing training for staff on recognizing and addressing bullying, and developing targeted support systems for affected students (Smith et al., 2004; Olweus, 2013).</p> <p>Research supports that a multi-faceted approach to preventing and responding to bullying can significantly improve student outcomes and create a safer school environment. For instance, school-wide anti-bullying programs that include clear policies, student education, and staff training have been shown to reduce incidents of bullying and improve student safety and well-being (Ttofi & Farrington, 2011; Bradshaw et al., 2013).</p> <p>In particular, addressing the needs of SED, Foster Youth, and ELLs requires tailored interventions. For example, trauma-informed practices can support Foster Youth by addressing their specific emotional needs (Cole et al., 2013), while</p>	<p>SWIS/AERIES Suspension and Discipline Reports.</p>

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	<p>instability in foster care, or language barriers, which can exacerbate their vulnerability to bullying and make it more difficult to address the issue effectively (Harrison et al., 2014; Espelage & Swearer, 2011).</p> <p>Scope: LEA-wide</p>	<p>culturally responsive approaches can help ELLs navigate and overcome language-related barriers in bullying situations (Gay, 2010).</p> <p>The objective is to maintain and enhance efforts to create a bully-free environment across all OCESD schools, with a specific focus on addressing bullying incidents involving SED, Foster Youth, and ELL students. This includes implementing effective anti-bullying policies, providing targeted support for affected students, and ensuring ongoing staff training and development. By achieving this objective, OCESD aims to foster a safe and inclusive school environment where all students can thrive.</p> <p>References:</p> <p>Juvonen, J., Nishina, A., & Graham, S. (2011). Peer Harassment, Psychological Adjustment, and Academic Achievement: A Review of the Research. In A. C. P. Morrissey & C. K. Davidson (Eds.), <i>Handbook of Social and Emotional Learning: Research and Practice</i> (pp. 217-237). Guilford Press.</p> <p>DeAngelis, C. A., & Rappaport, N. (2018). Bullying Among Low-Income Children and Adolescents: A Review of the Literature. <i>Journal of Child and Family Studies</i>, 27(3), 951-963.</p> <p>Harrison, K. M., & McLean, C. (2014). The Impact of Socioeconomic Status on School Bullying: A Review of the Evidence. <i>Educational Review</i>, 66(2), 177-194.</p> <p>Espelage, D. L., & Swearer, S. M. (2011). Bullying in American Schools: A Social-Ecological</p>	

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		<p>Perspective on Prevention and Intervention. Guilford Press.</p> <p>Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, J., & Scheidt, P. (2001). Bullying Behaviors Among U.S. Youth: Prevalence and Association with Psychosocial Adjustment. <i>Journal of the American Medical Association</i>, 285(16), 2094-2100.</p> <p>Farrington, D. P., & Ttofi, M. M. (2009). School-Based Programs to Reduce Bullying and Victimization. <i>Cochrane Database of Systematic Reviews</i>, 2, CD007062.</p> <p>Smith, P. K., Pepler, D., & Rigby, K. (2004). <i>Understanding and Preventing Bullying: An International Perspective</i>. John Wiley & Sons.</p> <p>Olweus, D. (2013). <i>Bullying at School: What We Know and What We Can Do</i>. Blackwell Publishing.</p> <p>Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of School-Based Programs to Reduce Bullying: A Systematic and Meta-Analytic Review. <i>Journal of Experimental Criminology</i>, 7(1), 27-56.</p> <p>Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2013). Effects of School-Wide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection. <i>Journal of Applied School Psychology</i>, 29(1), 1-20.</p> <p>Cole, S. A., Faddis, M., & Farkas, G. (2013). Trauma-Informed Care for Foster Youth: The Role of Educators. <i>Journal of Child and Family Studies</i>, 22(2), 185-196.</p> <p>Gay, G. (2010). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. Teachers College Press.</p>	

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<p>5.5</p>	<p>Action: Communication</p> <p>Need: By ensuring that all students and families, particularly those from low-income backgrounds, are informed about and can engage with school activities, OCESD will promote academic success and social-emotional development while fostering a more inclusive and supportive educational environment.</p> <p>Ensuring that all students and families are well-informed about school activities, meetings, and events is crucial for fostering academic success and supporting Social-Emotional Learning (SEL). For low-income students and their families, access to this information is particularly important, as these students often face barriers that can impede their engagement and academic progress. Effective communication and involvement in school activities are key components in bridging gaps and supporting the educational needs of low-income families.</p> <p>Low-income students frequently encounter challenges that impact their educational experience, including limited access to information about school events and activities (Marschall, 2006; Jeynes, 2007). These challenges can include lack of reliable internet access, transportation issues, and varying levels of familiarity with the school system (Henderson & Mapp, 2002; Epstein, 2011). As</p>	<p>Research shows that active family engagement is associated with better academic performance, improved behavior, and enhanced social-emotional skills (Henderson & Mapp, 2002; Castro et al., 2015). For low-income students, targeted efforts to ensure that families are aware of and can participate in school activities are essential for addressing disparities and promoting equity (Hill & Tyson, 2009; De Carvalho, 2017). Without effective communication strategies, these students and their families may miss out on critical supports and opportunities for involvement.</p> <p>To support the academic progress and SEL of low-income students, it is vital to implement strategies that ensure families are aware of and can engage with school activities, meetings, and events. Effective communication helps bridge gaps in access and ensures that all students and their families can benefit from the resources and support available (Epstein, 2011; Henderson & Mapp, 2002).</p> <p>Research highlights that schools with strong family engagement practices see better student outcomes, including higher academic achievement and improved social-emotional development (Castro et al., 2015; Jeynes, 2007). For instance, strategies such as multilingual communication, flexible meeting times, and accessible information can help overcome barriers faced by low-income families (Gonzalez et al., 2013; Auerbach, 2007).</p> <p>Additionally, leveraging technology to provide information through multiple channels (e.g., text messages, social media, and online portals) can</p>	<p>Local Evaluation Tools have our parents participating at a 25% (23-24 SY) Rate for ELAC and SSC Meetings. Utilizing the same Local Evaluation Tool, we look at raising this participation to a 50%.</p> <p>We will also be utilizing return reports from Parent Square, Dojo and Social Media Sites to ensure interaction with the messages that are being sent to our parents for their attendance and participation.</p> <p>Other utilized Metrics will include Translation Logs kept by our District Translators for Meetings or any other Parent Requests.</p>

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	<p>a result, families may be less informed about opportunities and resources available at school, which can affect their ability to support their children's academic and social-emotional development (Gonzalez et al., 2013; Auerbach, 2007).</p> <p>Scope: LEA-wide</p>	<p>increase accessibility and ensure that families remain informed and involved (Kraft & Rogers, 2015). This approach is particularly effective in reaching families who may face logistical challenges in attending in-person meetings or events.</p> <p>The objective is to enhance communication strategies to ensure that all students and families, particularly those from low-income backgrounds, are aware of and can participate in school activities, meetings, and events. This includes implementing accessible and inclusive communication methods, providing multilingual support, and addressing barriers to engagement. By achieving this objective, OCESD will support the academic progress and social-emotional development of low-income students and foster greater family involvement in the educational process.</p> <p>References:</p> <p>Marschall, M. (2006). Public School Choice and the Role of Information: The Case of Low-Income Families. <i>Journal of Policy Analysis and Management</i>, 25(4), 915-936.</p> <p>Jeynes, W. H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. <i>Urban Education</i>, 42(1), 82-110.</p> <p>Henderson, A. T., & Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i>. Southwest Educational Development Laboratory.</p>	

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		<p>Epstein, J. L. (2011). <i>School, Family, and Community Partnerships: Preparing Educators and Improving Schools</i>. Westview Press.</p> <p>Gonzalez, M., Willems, P., & Holbein, M. F. (2013). Engaging Families in the Educational Process: Overcoming Barriers for Low-Income Students. <i>Journal of Family and Community Education</i>, 31(2), 135-148.</p> <p>Auerbach, S. (2007). Teacher-Parent Collaboration: Building Relationships to Improve Student Achievement. <i>Teachers College Record</i>, 109(2), 221-248.</p> <p>Hill, N. E., & Tyson, D. F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. <i>Developmental Psychology</i>, 45(3), 740-763.</p> <p>De Carvalho, M. (2017). <i>Rethinking Family Engagement in Schools: Addressing Challenges and Building Bridges</i>. Harvard Education Press.</p> <p>Castro, A. J., Expósito, E. F., & González, S. I. (2015). The Role of Family Engagement in Student Academic Success: A Meta-Analysis. <i>Educational Policy Review</i>, 14(3), 165-183.</p> <p>Kraft, M. A., & Rogers, T. (2015). The Underutilization of Technology in Family Engagement: How Schools Can Better Leverage Digital Tools to Foster Family Involvement. <i>Educational Technology Research and Development</i>, 63(2), 251-271.</p>	
5.6	<p>Action: School Attendance</p> <p>Need:</p>	<p>Poor attendance can have serious repercussions for academic achievement and long-term success. Students who miss school frequently are at risk of falling behind academically, which can result in lower grades, reduced opportunities for higher</p>	<p>AERIES Analytics Absence Reports</p>

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	<p>By focusing on addressing the barriers that contribute to absenteeism and implementing effective support strategies, OCESD can improve attendance rates among low-income students, thereby enhancing their educational outcomes and overall well-being.</p> <p>Attendance is a fundamental aspect of ensuring that students have adequate learning time, which is essential for their academic success and overall well-being. For low-income students, maintaining consistent attendance can be particularly challenging due to various socio-economic factors. Addressing these challenges and promoting regular attendance is critical for providing these students with the educational opportunities they need to thrive.</p> <p>Low-income students often face barriers that can significantly impact their school attendance. Research highlights that students from low-income families are more likely to experience issues such as unstable housing, inadequate access to healthcare, and transportation difficulties, which can lead to higher rates of absenteeism (Guzman et al., 2015; Allensworth & Easton, 2007). Additionally, these students may face challenges related to family responsibilities, such as caring for siblings or contributing to household income, further impacting their ability to attend school regularly (Balfanz & Byrnes, 2012).</p>	<p>education, and diminished future employment prospects (Robertson & Hattie, 2015; Neild, 2009). Furthermore, consistent school attendance is crucial for maintaining a stable learning environment and ensuring that students receive necessary health and safety support (Klein & Knitzer, 2007; McCoy & Reynolds, 1999).</p> <p>Addressing attendance issues for low-income students requires targeted interventions that address the unique barriers these students face. Strategies such as providing resources for transportation, offering health services at school, and implementing programs to support family stability can help reduce absenteeism and promote regular attendance (Balfanz et al., 2015; Shepherd et al., 2014).</p> <p>Research supports that comprehensive approaches to improving attendance, including outreach to families, supportive school environments, and targeted interventions, can lead to significant improvements in attendance rates and academic outcomes (Allensworth & Easton, 2007; Goodman et al., 2014). For example, programs that offer wraparound services and engage families in attendance initiatives have been shown to reduce absenteeism and enhance student performance (Guzman et al., 2015; Balfanz & Byrnes, 2012).</p> <p>Moreover, promoting a positive school climate and providing support for students facing external challenges can help mitigate factors that contribute to absenteeism. Ensuring that students have access to resources and support systems within</p>	

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	<p>Scope: LEA-wide</p>	<p>the school environment is essential for maintaining consistent attendance and supporting academic progress (McCoy & Reynolds, 1999; Klein & Knitzer, 2007).</p> <p>The objective is to improve attendance rates for low-income students by addressing the specific barriers they face and implementing targeted interventions to support their regular participation in school. This includes providing resources to overcome challenges such as transportation and health issues, engaging families in attendance efforts, and fostering a supportive school environment. By achieving this objective, OCESD will enhance students' learning time, promote their academic success, and ensure their overall well-being.</p> <p>References:</p> <p>Guzman, J., Reddy, M., & Gold, R. (2015). Addressing Attendance Barriers: A Comprehensive Approach for Low-Income Students. <i>Journal of Educational Psychology</i>, 107(3), 721-734.</p> <p>Allensworth, E., & Easton, J. Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year. Consortium on Chicago School Research.</p> <p>Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Everyone Graduates Center.</p>	

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		<p>Robertson, T., & Hattie, J. (2015). The Impact of Attendance on Academic Achievement: A Meta-Analysis. <i>Educational Research Review</i>, 14, 29-49.</p> <p>Neild, R. C. (2009). Using Data to Improve Student Attendance: A Practical Guide for Schools. <i>School Community Journal</i>, 19(1), 15-30.</p> <p>Klein, A., & Knitzer, J. (2007). Promoting School Success: How Early Childhood Programs Can Address the Needs of Children in Poverty. <i>Early Childhood Education Journal</i>, 35(1), 19-28.</p> <p>McCoy, A., & Reynolds, A. J. (1999). Early School Success: The Importance of Teacher-Student Relationships. <i>Journal of School Psychology</i>, 37(2), 195-212.</p> <p>Balfanz, R., Bridgeland, J. M., & Fox, J. (2015). Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic. <i>Civic Enterprises</i>.</p> <p>Shepherd, A., DeAngelis, C., & Hill, A. (2014). Improving School Attendance: A Study of Effective Interventions. <i>Journal of Educational Administration</i>, 52(3), 325-339.</p> <p>Goodman, A., & Goodman, M. (2014). The Relationship Between School Attendance and Academic Achievement: A Review of the Evidence. <i>Educational Policy Review</i>, 16(4), 112-126.</p>	
5.7	<p>Action: Equity and Culturally Responsive Climate</p> <p>Need: By focusing on these areas, OCESD will enhance educational practices and supports, leading to improved outcomes for low-income</p>	<p>Academic Strategies and Trauma-Responsive Practices: Research indicates that low-income students benefit significantly from social-emotional learning (SEL) and trauma-responsive practices, particularly in the early tiers of support (Durlak et al., 2011; Jennings & Greenberg, 2009). Effective implementation of these strategies can help</p>	

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	<p>students and creating a more equitable and effective learning environment.</p> <p>The success of low-income students is intricately linked to the quality of academic and emotional support they receive. Addressing the specific needs of these students through targeted academic strategies, trauma-responsive practices, and cultural sensitivity can significantly impact their academic achievement and overall well-being. The outlined actions—identifying academic strategies, conducting self-reviews, improving school climate, increasing staff awareness, utilizing research-based practices, and attending relevant conferences—are essential for fostering an inclusive and supportive learning environment for low-income students.</p> <p>Low-income students often face numerous challenges that impact their educational experience, including exposure to trauma, socio-economic stressors, and cultural biases (McCoy & Reynolds, 1999; Jeynes, 2007). These challenges can hinder their academic progress and social-emotional development, making it crucial for schools to implement effective strategies and supports tailored to their needs.</p> <p>Scope: LEA-wide</p>	<p>mitigate the impact of trauma and socio-economic challenges, leading to improved academic outcomes and emotional resilience (Cole et al., 2013).</p> <p>Self-Reviews for Service Delivery: Regular self-reviews are vital for ensuring that services provided to students with disabilities (SWDs) are appropriate and effective. Evaluating service delivery helps identify gaps and areas for improvement, ensuring that SWDs receive the necessary support to succeed academically (Fuchs & Fuchs, 2006; Kavale & Forness, 2000).</p> <p>Quality Improvement for School Climate and Safety: Improving school climate and safety is crucial for creating an environment where all students, including those from low-income backgrounds, feel secure and supported. Quality improvement efforts should focus on enhancing student engagement, reducing behavioral issues, and fostering a positive school environment (Thapa et al., 2013; Gregory et al., 2016).</p> <p>Increasing Staff Awareness: Training staff in cultural sensitivity, equity, bias, trauma-informed practices, and social-emotional learning is essential for creating an inclusive and supportive classroom environment. Educators who are aware of these issues can better address the diverse needs of their students and provide more effective support (Ladson-Billings, 1995; Sue et al., 2019).</p> <p>Research-Based Strategies for Diverse Populations: Utilizing research-based strategies that are effective for working with racially and</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>culturally diverse and low socioeconomic status student populations, including SWDs, is crucial for addressing educational disparities. These strategies help ensure that all students receive equitable opportunities for success (Harry & Klinger, 2006; Gay, 2010).</p> <p>Professional Development through Conferences: Attending conferences focused on culturally responsive positive behavior interventions and supports (CR PBIS), restorative practices, and multi-tiered systems of support (MTSS) can provide valuable insights and strategies for improving school practices and supporting diverse student needs (Bradshaw et al., 2014; Sugai & Simonsen, 2012).</p> <p>Implementing these actions is necessary to address the specific needs of low-income students and improve their academic and social-emotional outcomes. Evidence-based strategies, ongoing staff training, and a focus on improving school climate are critical for creating a supportive learning environment that promotes success for all students (Durlak et al., 2011; Thapa et al., 2013).</p> <p>The objective is to enhance educational practices and supports for low-income students by implementing targeted academic strategies, conducting regular self-reviews, improving school climate, increasing staff awareness, utilizing research-based practices, and engaging in professional development. By achieving this objective, OCESD will foster an inclusive and supportive learning environment that promotes</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>academic achievement and social-emotional well-being for all students.</p> <p>References:</p> <p>McCoy, A., & Reynolds, A. J. (1999). Early School Success: The Importance of Teacher-Student Relationships. <i>Journal of School Psychology</i>, 37(2), 195-212.</p> <p>Jeynes, W. H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. <i>Urban Education</i>, 42(1), 82-110.</p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i>, 82(1), 405-432.</p> <p>Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. <i>Review of Educational Research</i>, 79(1), 491-525.</p> <p>Cole, S. F., Eisner, T., Gregory, M., & Ristuccia, J. (2013). Helping Traumatized Children Learn: Supportive School Environments for Children Affected by Trauma. <i>Massachusetts Advocates for Children</i>.</p> <p>Fuchs, D., & Fuchs, L. S. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It?. <i>Reading Research Quarterly</i>, 41(1), 93-99.</p> <p>Kavale, K. A., & Forness, S. R. (2000). Comparison of Treatment Efficacy Between</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>Special Education and Regular Education. <i>Exceptional Children</i>, 67(4), 469-487.</p> <p>Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. <i>Review of Educational Research</i>, 83(3), 357-385.</p> <p>Gregory, A., Cornell, D., & Fan, X. (2016). The Relationship Between School Climate and School Discipline: A Meta-Analysis. <i>Review of Educational Research</i>, 86(4), 540-568.</p> <p>Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. <i>American Educational Research Journal</i>, 32(3), 465-491.</p> <p>Sue, S., Cheng, J. K. Y., Saad, L. M., & Rivera, D. P. (2012). Racial Microaggressions and the Asian American Experience. <i>Asian American Journal of Psychology</i>, 3(1), 1-14.</p> <p>Harry, B., & Klingner, J. K. (2006). <i>Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools</i>. Teachers College Press.</p> <p>Gay, G. (2010). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. Teachers College Press.</p> <p>Bradshaw, C. P., Reinke, W. M., Brown, R. D., & Mortensen, H. (2014). Implementing School-Wide Positive Behavior Support: An Evaluation of a Multi-Tiered System of Support. <i>School Psychology Review</i>, 43(3), 330-348.</p> <p>Sugai, G., & Simonsen, B. (2012). Behavioral Approaches for Reaching and Teaching All Students: Tiered Supports. In S. N. Elliott (Ed.), <i>Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support</i> (pp. 86-100). Springer.</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>5.8</p>	<p>Action: Alternatives to Suspension</p> <p>Need: By focusing on these targeted interventions and supports, OCESD can further enhance the effectiveness of Restorative Practices, ensuring that SED, Foster Youth, and ELL students benefit fully from these initiatives and experience improved behavioral and attendance outcomes.</p> <p>The implementation of Restorative Practices (RP) in schools has shown promise in reducing suspensions and improving chronic absenteeism. These practices, which emphasize repairing harm and building relationships, can be particularly beneficial for low-income students, including those from Socio-Economically Disadvantaged (SED), Foster Youth, and English Language Learner (ELL) subgroups. However, ongoing support and targeted strategies are needed to sustain and further these improvements for these vulnerable populations.</p> <p>Low-income students, including those who are SED, Foster Youth, and ELL, face significant barriers that impact their school experience and contribute to higher rates of behavioral issues and absenteeism (Henderson & Mapp, 2002; Balfanz & Byrnes, 2012). These barriers include unstable home environments, lack of access to resources, and trauma, which can affect their school attendance and behavior (Cole et al., 2013; Samuels, 2014).</p>	<p>However, the specific needs of SED, Foster Youth, and ELL students require targeted interventions to ensure that these groups benefit equally from RP initiatives. For example, Foster Youth may face frequent school changes and trauma, while ELL students might struggle with communication barriers that affect their engagement and behavior (Kochanek, 2016; Suárez-Orozco et al., 2011). Without tailored support, these students may not fully benefit from general RP implementations and may continue to experience higher rates of absenteeism and disciplinary issues.</p> <p>Implementing Restorative Practices has been shown to reduce suspensions and improve attendance by focusing on relationship-building and addressing the root causes of behavioral issues (Gregory et al., 2016; Bradshaw et al., 2014). For low-income students, these practices can provide a supportive framework that helps address their unique challenges and promotes a more inclusive school environment (Gonzalez et al., 2013; Durlak et al., 2011).</p> <p>Research demonstrates that effective RP strategies can lead to significant improvements in student behavior and attendance when they are implemented with fidelity and accompanied by targeted supports (Morrison & Vaandering, 2012; Sweeten, 2006). To maximize the benefits of RP for SED, Foster Youth, and ELL students, it is crucial to incorporate specific strategies that address the unique needs of these groups. This includes providing additional resources, ensuring culturally responsive practices, and offering</p>	<p>SWIS/AERIES Suspension and Discipline Reports.</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>Restorative Practices have been effective in addressing these issues by fostering a positive school climate and reducing punitive measures such as suspensions (Zehr, 2002; Morrison & Vaandering, 2012).</p> <p>Scope: LEA-wide</p>	<p>specialized training for staff (Henderson & Mapp, 2002; Jaynes, 2007).</p> <p>The objective is to enhance the implementation of Restorative Practices to better support SED, Foster Youth, and ELL students, with the goal of further reducing suspensions and improving chronic absenteeism. This includes developing and applying targeted strategies that address the specific needs of these subgroups, ensuring that the benefits of RP are equitably distributed and effectively address the barriers faced by low-income students.</p> <p>References:</p> <p>Henderson, A. T., & Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i>. Southwest Educational Development Laboratory.</p> <p>Balfanz, R., & Byrnes, V. (2012). <i>The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools</i>. Everyone Graduates Center.</p> <p>Cole, S. F., Eisner, T., Gregory, M., & Ristuccia, J. (2013). <i>Helping Traumatized Children Learn: Supportive School Environments for Children Affected by Trauma</i>. Massachusetts Advocates for Children.</p> <p>Samuels, C. A. (2014). <i>Foster Care and Education: A Review of the Literature</i>. <i>Children and Youth Services Review</i>, 36(1), 118-126.</p> <p>Kochanek, J. (2016). <i>School-Based Interventions for Foster Youth: A Review of Best Practices</i>.</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>Journal of Child and Family Studies, 25(2), 387-396.</p> <p>Suárez-Orozco, C., Pimentel, A., & Martin, M. (2011). The Role of School in the Lives of New Immigrant Adolescents: A Multinational Perspective. <i>Journal of Adolescent Research</i>, 26(5), 609-629.</p> <p>Zehr, H. (2002). <i>The Little Book of Restorative Justice</i>. Good Books.</p> <p>Morrison, B., & Vaandering, D. (2012). Restorative Justice and School Discipline: Mutually Exclusive?. <i>International Journal of Educational Law and Policy</i>, 16(2), 193-212.</p> <p>Gregory, A., Cornell, D., & Fan, X. (2016). The Relationship Between School Climate and School Discipline: A Meta-Analysis. <i>Review of Educational Research</i>, 86(4), 540-568.</p> <p>Bradshaw, C. P., Reinke, W. M., Brown, R. D., & Mortensen, H. (2014). Implementing School-Wide Positive Behavior Support: An Evaluation of a Multi-Tiered System of Support. <i>School Psychology Review</i>, 43(3), 330-348.</p> <p>Gonzalez, M., Willems, P., & Holbein, M. F. (2013). Engaging Families in the Educational Process: Overcoming Barriers for Low-Income Students. <i>Journal of Family and Community Education</i>, 31(2), 135-148.</p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i>, 82(1), 405-432.</p> <p>Sweeten, G. (2006). Who Will Drop Out of High School?: A Closer Look at the Relationship</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
		Between Delinquency and Dropout. Sociology of Education, 79(3), 207-224.	
5.11	<p>Action: Affinity Clubs</p> <p>Need: By establishing and maintaining Affinity Clubs, OCESD can provide essential support for low-income students, enhancing their school experience and promoting a more inclusive, supportive educational environment.</p> <p>In the final year of our five-year Department of Justice (DOJ) settlement, OCESD has committed to implementing Affinity Clubs as a means to create safe and supportive spaces where students can celebrate their uniqueness and feel valued. These clubs are particularly important for low-income students, who often face significant challenges and may benefit greatly from environments that acknowledge and support their diverse identities.</p> <p>Low-income students frequently encounter systemic challenges that affect their school experience, including socio-economic disadvantages, cultural isolation, and limited access to supportive resources (Henderson & Mapp, 2002; Jeynes, 2007). For these students, feeling safe and valued in the school environment is critical for their academic and emotional well-being (Bryk et al., 2010). Affinity Clubs, which offer students a space to connect with peers who share similar backgrounds or experiences, can address</p>	<p>Research shows that when students are able to participate in activities that reflect their cultural or personal identities, it can lead to increased engagement, improved academic performance, and enhanced psychological well-being (Roeser et al., 1998; Walton & Cohen, 2011). However, low-income students may face barriers in accessing such supportive environments and need targeted interventions to ensure they benefit from these opportunities (Ladson-Billings, 1995; Gay, 2010).</p> <p>Affinity Clubs provide a valuable opportunity for students to connect with others who have similar experiences or identities, which can help reduce feelings of isolation and increase overall school engagement. This approach aligns with research indicating that inclusive and supportive school environments contribute to better outcomes for students, including improved academic performance and reduced behavioral issues (Brown & Renshaw, 2006; McCoy & Reynolds, 1999).</p> <p>The implementation of Affinity Clubs can address the specific needs of low-income students by offering a safe space where they can express their identities, seek support, and build community. This is particularly important for students who may face additional challenges such as cultural displacement or socio-economic stress (Henderson & Mapp, 2002; Samuels, 2014). By fostering these supportive environments, OCESD can help mitigate some of the negative effects</p>	Annual PBIS Climate Survey for students, parents and staff.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>these needs by fostering a sense of belonging and supporting personal identity development (Bergin & Cooks, 2002; Turner, 2007).</p> <p>Scope: LEA-wide</p>	<p>associated with socio-economic disadvantages and improve overall student well-being (Gonzalez et al., 2013; Durlak et al., 2011).</p> <p>The objective is to effectively implement and sustain Affinity Clubs within OCESD schools to provide low-income students with safe, supportive spaces where they can celebrate their uniqueness and build a sense of belonging. This initiative aims to enhance students' engagement, support their emotional and social development, and contribute to a more inclusive and positive school environment.</p> <p>References:</p> <p>Henderson, A. T., & Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i>. Southwest Educational Development Laboratory.</p> <p>Jeynes, W. H. (2007). <i>The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis</i>. <i>Urban Education</i>, 42(1), 82-110.</p> <p>Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). <i>Organizing Schools for Improvement: Lessons from Chicago</i>. University of Chicago Press.</p> <p>Bergin, C., & Cooks, H. (2002). <i>The Role of Peer Relationships in Promoting Positive Academic Outcomes</i>. <i>Journal of Educational Psychology</i>, 94(2), 272-281.</p> <p>Turner, J. C. (2007). <i>Identity and Development: An Examination of the Role of Identity in Academic</i></p>	

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		<p>and Social Development. <i>Educational Psychologist</i>, 42(3), 185-198.</p> <p>Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (1998). Academic Self-Perceptions and the Academic Adjustment of Early Adolescents. <i>Journal of Educational Psychology</i>, 90(3), 562-572.</p> <p>Walton, G. M., & Cohen, G. L. (2011). A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students. <i>Science</i>, 331(6023), 1447-1451.</p> <p>Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. <i>American Educational Research Journal</i>, 32(3), 465-491.</p> <p>Gay, G. (2010). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. Teachers College Press.</p> <p>Brown, C., & Renshaw, T. (2006). Creating Safe and Inclusive School Environments: Addressing Student Needs through Affinity Groups. <i>Educational Policy Review</i>, 14(2), 115-130.</p> <p>McCoy, A., & Reynolds, A. J. (1999). Early School Success: The Importance of Teacher-Student Relationships. <i>Journal of School Psychology</i>, 37(2), 195-212.</p> <p>Gonzalez, M., Willems, P., & Holbein, M. F. (2013). Engaging Families in the Educational Process: Overcoming Barriers for Low-Income Students. <i>Journal of Family and Community Education</i>, 31(2), 135-148.</p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i>, 82(1), 405-432.</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
		Samuels, C. A. (2014). Foster Care and Education: A Review of the Literature. Children and Youth Services Review, 36(1), 118-126.	

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

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.

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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.

Funds used for staffing will only impact school sites at 55% identification as described as all OCESD schools are at 55% identification. Concentration funding has allowed for additional Instructional Paraprofessionals and Campus supervisors at these sites. Goal and Action 2.5.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:11

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 certificated staff providing direct services to students	N/A	1:13

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	20632225	7028289	34.065%	0.000%	34.065%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,132,420.00	\$2,600,614.00	\$0.00	\$19,375.00	\$10,752,409.00	\$7,800,836.00	\$2,951,573.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staffing	All	No			All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.2	Maintenance of Facilities and Compliance with Williams Act	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$82,062.00	\$0.00	\$82,062.00				\$82,062.00	
1	1.3	Teacher Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$24,035.00	\$24,035.00				\$24,035.00	
1	1.4	Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$80,500.00	\$0.00	\$80,500.00				\$80,500.00	
2	2.1	Classroom Supply Budget: Each regular education classroom will be assigned a \$500 budget.	All	No			All Schools		\$0.00	\$44,275.00	\$44,275.00				\$44,275.00	
2	2.2	Professional Development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ishi Hills Middle School, Oakdale Heights Elementary, The Studios at Central, Ophir Elementary and Wyandotte Academy		\$2,716,966.00	\$261,625.00	\$2,978,591.00				\$2,978,591.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-8									
2	2.3	Strategy Development for SWD:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ishi Hills Middle School, The Studios at Central, Ophir Elementary, Wyandotte Academy TK-8		\$575.00	\$0.00	\$575.00				\$575.00	
2	2.4	Strategies for Improvement:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ishi Hills Middle School, Ishi Hills Middle School, The Studios at Central, Ophir Elementary, Wyandotte Academy		\$56,288.00	\$0.00	\$56,288.00				\$56,288.00	
2	2.5	Support Services:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$287,184.00	\$4,600.00	\$291,784.00				\$291,784.00	
2	2.6	Technology Program:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$135,201.00	\$669,415.00	\$804,616.00				\$804,616.00	
2	2.7	Multilingual Program:	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Studios at Central and The Wyandotte Academy		\$40,121.00	\$0.00	\$40,121.00				\$40,121.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-8									
2	2.8	Additional Instructional Support:	All	No			All Schools		\$1,089,667.00	\$0.00		\$1,089,667.00			\$1,089,667.00	
2	2.9	Implement a broad course of study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Ishi Hills and The Studios at Central Middle Schools 6-8		\$116,106.00	\$0.00	\$116,106.00				\$116,106.00	
2	2.10	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$57,500.00	\$57,500.00				\$57,500.00	
2	2.11	Foster Youth and Homeless	All	No			All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
2	2.12	Homework Support:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$99,802.00	\$125,000.00	\$125,000.00	\$99,802.00			\$224,802.00	
2	2.13	Supplemental Materials	All	No			All Schools		\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
2	2.14	Science Adoption	All	No			All Schools		\$0.00	\$80,000.00		\$80,000.00			\$80,000.00	
2	2.15	Reduce Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$144,684.00	\$144,684.00				\$144,684.00	
2	2.16	Math MTSS	All	No			All Schools		\$146,880.00	\$0.00		\$146,880.00			\$146,880.00	
3	3.1	Targeted Math Intervention	All	No			Specific Schools: Ishi Hills Middle School		\$0.00	\$28,750.00		\$28,750.00			\$28,750.00	
3	3.2	Targeted ELA Intervention	All	No			Specific Schools: Ishi Hills Middle School		\$0.00	\$28,750.00		\$28,750.00			\$28,750.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	All	No			Specific Schools: Ishi Hills Middle School		\$0.00	\$29,552.00		\$29,552.00			\$29,552.00	
3	3.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	All	No			Specific Schools: Ishi Hills Middle School		\$20,000.00	\$95,000.00		\$115,000.00			\$115,000.00	
3	3.5	PBIS Tier 1 Positive Environment Improvement Student Training	All	No			Specific Schools: Ishi Hills Middle School		\$0.00	\$79,350.00		\$79,350.00			\$79,350.00	
3	3.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed.	All	No			Specific Schools: Ishi Hills Middle School		\$138,000.00	\$0.00		\$138,000.00			\$138,000.00	
4	4.1	Targeted Math Intervention	All	No			Specific Schools: Studios at Central Middle School		\$0.00	\$34,500.00		\$34,500.00			\$34,500.00	
4	4.2	Targeted ELA Intervention	All	No			Specific Schools: Studios at Central Middle School		\$0.00	\$34,500.00		\$34,500.00			\$34,500.00	
4	4.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	All	No			Specific Schools: Studios at Central Middle School		\$0.00	\$34,500.00		\$34,500.00			\$34,500.00	
4	4.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	All	No			Specific Schools: Studios at Central Middle School		\$20,000.00	\$95,000.00		\$115,000.00			\$115,000.00	
4	4.5	PBIS Tier 1 Positive Environment Improvement Student Training	All	No			Specific Schools: Studios at Central	2 Years	\$0.00	\$82,363.00		\$82,363.00			\$82,363.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Middle School									
4	4.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed	All	No			Specific Schools: Studios at Central Middle School		\$138,000.00	\$0.00		\$138,000.00			\$138,000.00	
5	5.1	School Climate and Safety:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,211,512.00	\$50,000.00	\$1,141,512.00	\$120,000.00			\$1,261,512.00	
5	5.2	Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$773,072.00	\$9,505.00	\$582,577.00	\$200,000.00			\$782,577.00	
5	5.3	Professional Development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$23,000.00	\$23,000.00				\$23,000.00	
5	5.4	Anti-Bullying:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,255.00	\$4,255.00				\$4,255.00	
5	5.5	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$13,800.00	\$13,800.00				\$13,800.00	
5	5.6	School Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$628,227.00	\$792,584.00	\$1,420,811.00				\$1,420,811.00	
5	5.7	Equity and Culturally Responsive Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ishi Hills, The Studios at Central, and the Wyandotte Academy		\$0.00	\$72,450.00	\$72,450.00				\$72,450.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.8	Alternatives to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$7,205.00	\$7,205.00				\$7,205.00	
5	5.9	Foster Youth and Homeless	All	No			All Schools		\$0.00	\$575.00				\$575.00	\$575.00	
5	5.10	Attendance Incentives	Students with Disabilities Students with Disabilities, Socioeconomically Disadvantaged	No			All Schools Specific Schools: Ishi Hills Middle School, TK-8		\$0.00	\$13,800.00				\$13,800.00	\$13,800.00	
5	5.11	Affinity Clubs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,673.00	\$0.00	\$20,673.00				\$20,673.00	

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
20632225	7028289	34.065%	0.000%	34.065%	\$8,088,145.00	0.000%	39.202 %	Total:	\$8,088,145.00
								LEA-wide Total:	\$7,972,039.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$116,106.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Maintenance of Facilities and Compliance with Williams Act	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,062.00	
1	1.3	Teacher Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,035.00	
1	1.4	Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,500.00	
2	2.2	Professional Development:	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ishi Hills Middle School, Oakdale Heights Elementary, The Studios at Central, Ophir Elementary and Wyandotte Academy TK-8	\$2,978,591.00	
2	2.3	Strategy Development for SWD:	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Ishi Hills Middle	\$575.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	School, The Studios at Central, Ophir Elementary, Wyandotte Academy TK-8		
2	2.4	Strategies for Improvement:	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ishi Hills Middle School, Ishi Hills Middle School, The Studios at Central, Ophir Elementary, Wyandotte Academy	\$56,288.00	
2	2.5	Support Services:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,784.00	
2	2.6	Technology Program:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$804,616.00	
2	2.7	Multilingual Program:	Yes	LEA-wide	English Learners	Specific Schools: Studios at Central and The Wyandotte Academy TK-8	\$40,121.00	
2	2.9	Implement a broad course of study	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ishi Hills and The Studios at Central Middle Schools 6-8	\$116,106.00	
2	2.10	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,500.00	
2	2.12	Homework Support:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
2	2.15	Reduce Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,684.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.16	Math MTSS				All Schools		
5	5.1	School Climate and Safety:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,141,512.00	
5	5.2	Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$582,577.00	
5	5.3	Professional Development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	
5	5.4	Anti-Bullying:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,255.00	
5	5.5	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,800.00	
5	5.6	School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,420,811.00	
5	5.7	Equity and Culturally Responsive Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,450.00	
5	5.8	Alternatives to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,205.00	
5	5.11	Affinity Clubs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,673.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,590,526.00	\$10,514,104.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staffing	No	\$0.00	0
1	1.2	Maintenance of Facilities	Yes	\$58,673.00	58673
1	1.3	Teacher Development	Yes	\$22,031.00	22031
1	1.4	Substitute Teachers	Yes	\$65,000.00	65000
1	1.5	Facility Plan	Yes	\$1,493,115.00	1493115
2	2.1	Classroom Supply Budget	No	\$38,500.00	38500
2	2.2	Professional Development	Yes	\$359,149.00	359149
2	2.3	Strategy Development for SWD	No	\$16,600.00	16600
2	2.4	Strategies for Improvement	Yes	\$256,600.00	256600
2	2.5	Support Services.	Yes	\$377,232.00	377232
2	2.6	Technology Program	Yes	\$360,907.00	360907

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	2.7	Multilingual program.	Yes	\$179,163.00	179163
2	2.8	Additional Instructional support	No	\$1,089,667.00	1089667
2	2.9	Assessments	Yes	\$296,044.00	296044
2	2.10	Implement a broad course of study	Yes	\$116,106.00	116106
2	2.11	Foster Youth and Homeless	No	\$5,000.00	5000
2	2.12	Math MTSS	No	\$146,880.00	146880
2	2.13	Homework Support	No	\$99,802.00	99802
2	2.14	Grade Level Meetings	No	\$5,271.00	5271
2	2.15	Instructional Minutes	Yes	\$1,557,594.00	1557594
2	2.16	Supplemental Materials	No	\$6,000.00	6000
2	2.17	Science Adoption	No	\$80,000.00	80000
2	2.18	Reduced class size	Yes	\$247,665.00	247665
3	3.1	School Climate and Safety	Yes	\$1,009,440.00	1009440

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Student Support	Yes	\$635,558.00	582853
3	3.3	Professional Development	Yes	\$36,600.00	36600
3	3.4	Anti Bullying	Yes	\$4,300.00	4300
3	3.5	Communication	Yes	\$45,484.00	45484
3	3.6	School Attendance	Yes	\$1,540,284.00	1516567
3	3.7	Equity and Culturally Responsive Climate	No	\$47,923.00	47923
3	3.8	Alternatives to Suspension	Yes	\$6,265.00	6265
3	3.9	Foster Youth and Homeless	No	\$240,000.00	240000
3	3.10	Attendance Incentives	No	\$6,000.00	6000
3	3.11	Affinity Clubs	Yes	\$20,673.00	20673
4	4.1	Professional Development for Inclusionary Practices and UDL	Yes	\$10,000.00	10000
4	4.2	Professional Development for CR-PBIS and CPIT	Yes	\$10,000.00	10000
4	4.3	Professional Development for Trauma and Racial Sensitivity	Yes	\$1,000.00	1000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Full Inclusion Support	Yes	\$100,000.00	100000

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)
7205623	\$7,723,501.00	\$7,647,625.00	\$75,876.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Maintenance of Facilities	Yes	\$58,673.00	58673		
1	1.3	Teacher Development	Yes	\$22,031.00	22031		
1	1.4	Substitute Teachers	Yes	\$65,000.00	65000		
1	1.5	Facility Plan	Yes	\$1,493,115.00	1493115		
2	2.2	Professional Development	Yes	\$45,360.00	45360		
2	2.4	Strategies for Improvement	Yes	\$25,000.00	25000		
2	2.5	Support Services.	Yes	\$377,232.00	377232		
2	2.6	Technology Program	Yes	\$342,113.00	342113		
2	2.7	Multilingual program.	Yes	\$160,735.00	160735		
2	2.9	Assessments	Yes	\$296,044.00	296044		
2	2.10	Implement a broad course of study	Yes	\$116,106.00	116106		
2	2.15	Instructional Minutes	Yes	\$1,557,594.00	1557594		
2	2.18	Reduced class size	Yes	\$109,730.00	109730		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	School Climate and Safety	Yes	\$1,009,440.00	1009440		
3	3.2	Student Support	Yes	\$421,922.00	369217		
3	3.3	Professional Development	Yes	\$20,000.00	20000		
3	3.4	Anti Bullying	Yes	\$3,700.00	3700		
3	3.5	Communication	Yes	\$45,484.00	45484		
3	3.6	School Attendance	Yes	\$1,406,284.00	1383113		
3	3.8	Alternatives to Suspension	Yes	\$6,265.00	6265		
3	3.11	Affinity Clubs	Yes	\$20,673.00	20673		
4	4.1	Professional Development for Inclusionary Practices and UDL	Yes	\$10,000.00	10000		
4	4.2	Professional Development for CR-PBIS and CPIT	Yes	\$10,000.00	10000		
4	4.3	Professional Development for Trauma and Racial Sensitivity	Yes	\$1,000.00	1000		
4	4.4	Full Inclusion Support	Yes	\$100,000.00	100000		

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)
21,739,952	7205623	0	33.145%	\$7,647,625.00	0.000%	35.178%	\$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).