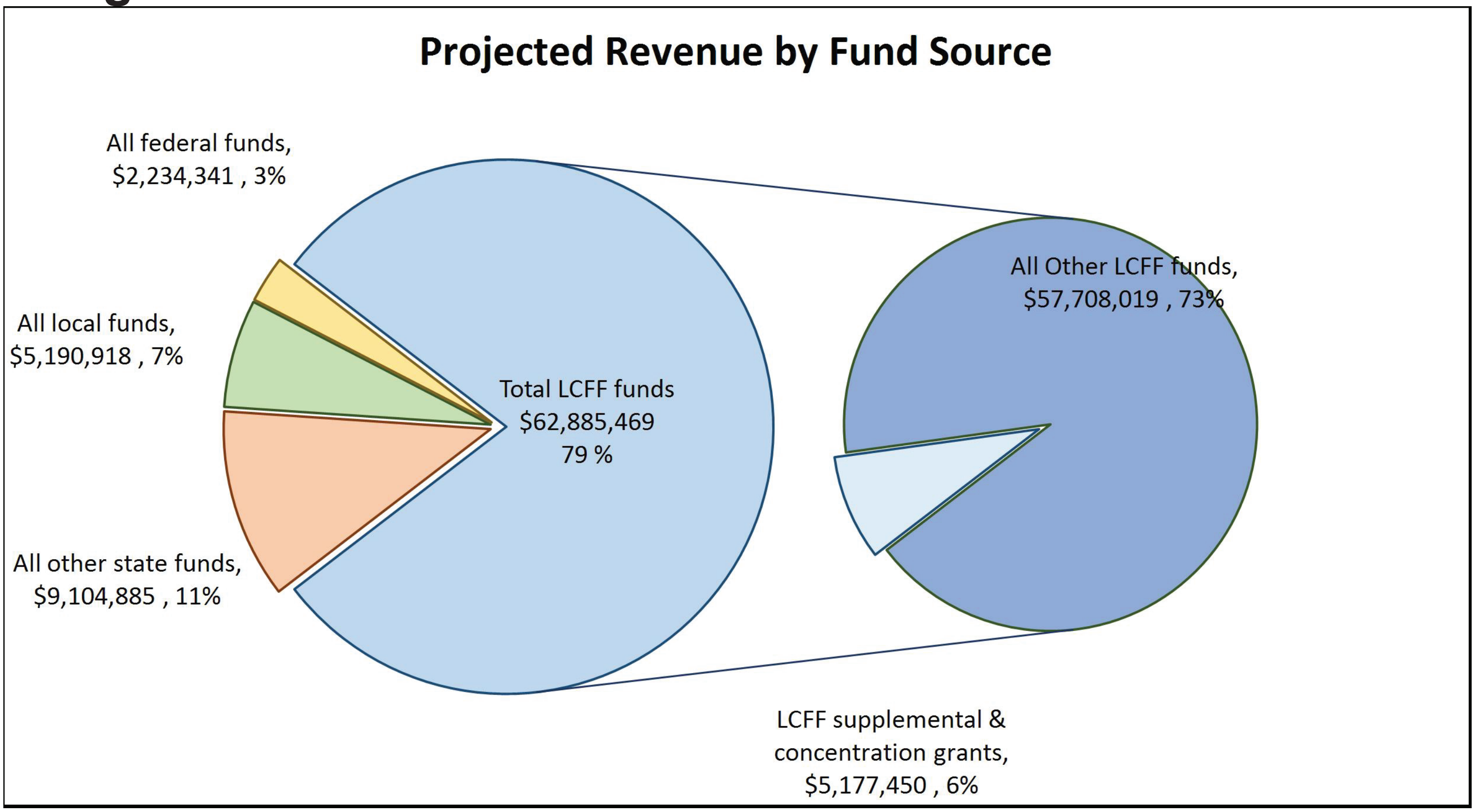
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakley Union Elementary School District
CDS Code: 07617620000000
School Year: 2025-26
LEA contact information:
Jeff Palmquist
Superintendent
jpalmquist@ouesd.k12.ca.us
925-625-0700

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

Budget Overview for the 2025-26 School Year



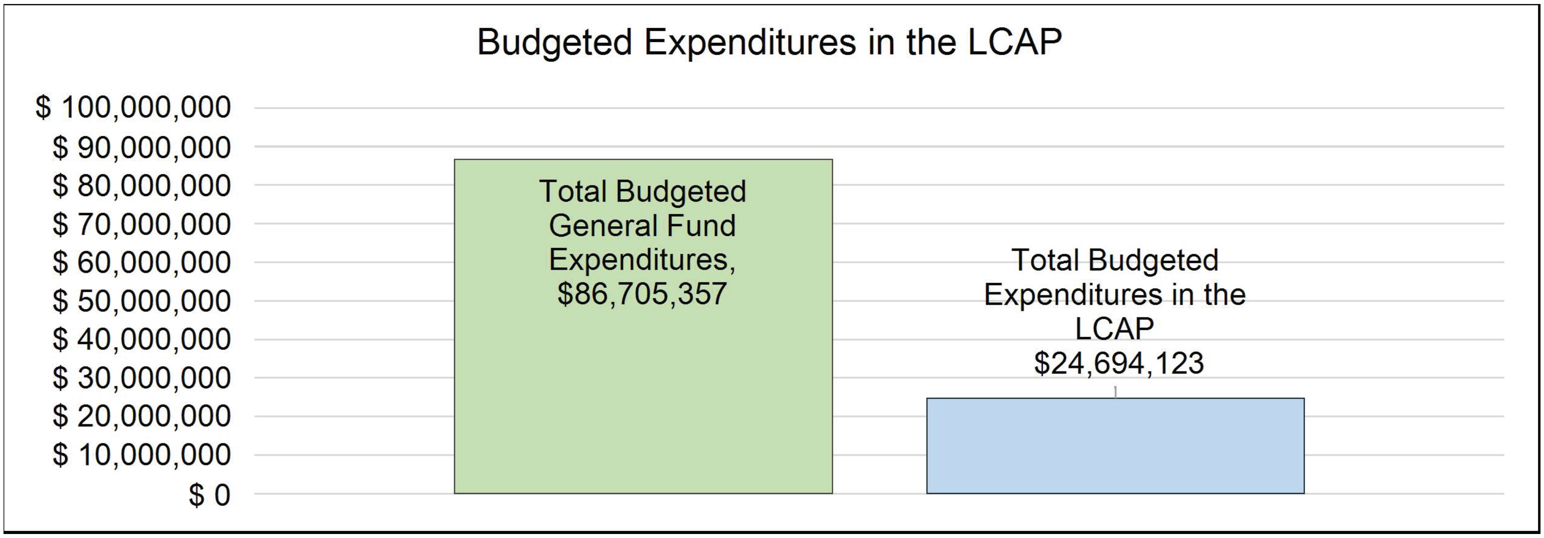
This chart shows the total general purpose revenue Oakley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakley Union Elementary School District is $79,415,613, of which $62,885,469.00 is Local Control Funding Formula (LCFF), $9,104,885.00 is other state funds, $5,190,918.00 is local funds, and $2,234,341.00 is federal funds. Of the $62,885,469.00 in

LCFF Funds, $5,177,450.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oakley Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

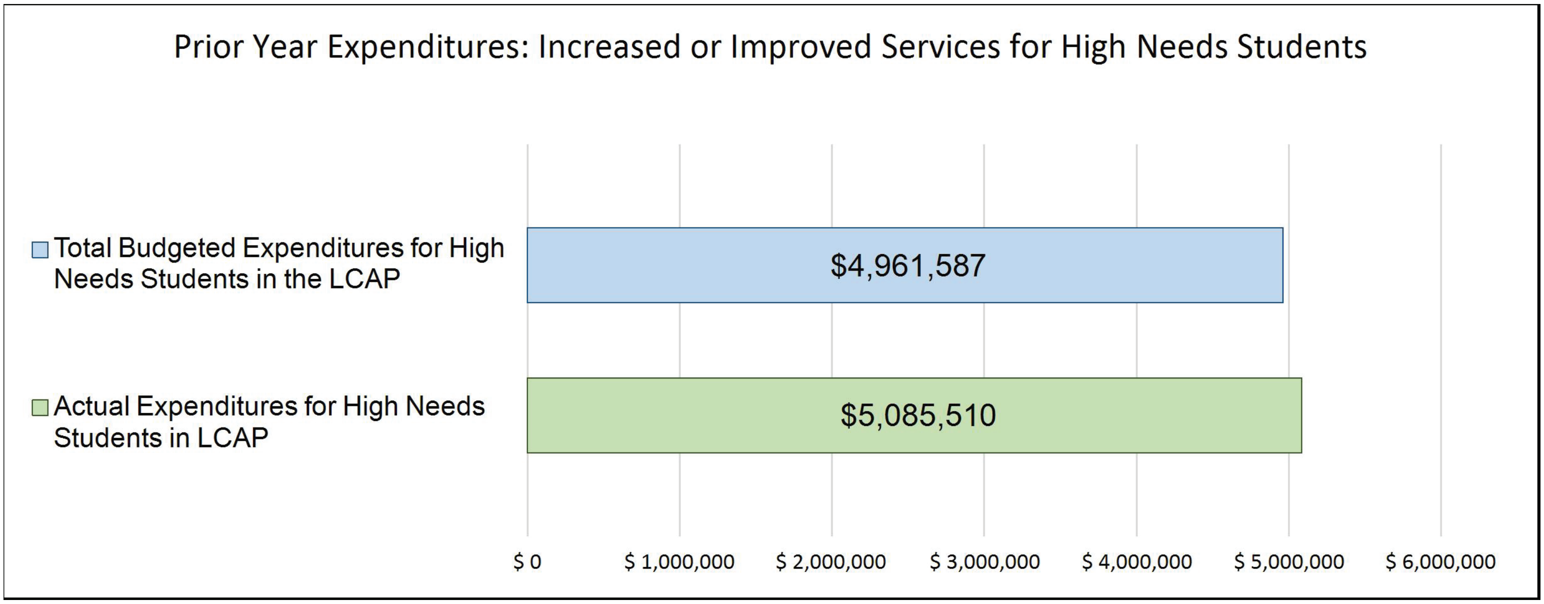
The text description of the above chart is as follows: Oakley Union Elementary School District plans to spend $86,705,357.00 for the 2025-26 school year. Of that amount, $24,694,123.00 is tied to actions/services in the LCAP and $62,011,234 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Generally, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oakley Union Elementary School District is projecting it will receive $5,177,450.00 based on the enrollment of foster youth, English learner, and low-income students. Oakley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oakley Union Elementary School District plans to spend $5,204,324.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Oakley Union Elementary School District's LCAP budgeted $4,961,587.00 for planned actions to increase or improve services for high needs students. Oakley Union Elementary School District actually spent $5,085,510.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakley Union Elementary School District	Jeff Palmquist Superintendent	jpalmquist@ouesd.k12.ca.us 925-625-0700

Plan Summary [2025-26]

General Information

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

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

OUESD caters to a diverse student body of 5,131 students across seven elementary and two middle schools. Almond Grove, Gehringer, Laurel, Iron House, Oakley, Summer Lake, and Vintage Parkway all foster a nurturing environment for students from transitional kindergarten through 5th grade. Oakley Elementary, in particular, is a hub for special education and state preschool students, ensuring that each child's distinct requirements are met. As students progress to middle school, they can attend either Delta Vista Middle School or O'Hara Park Middle School, both of which are committed to providing a supportive and enriching educational experience for students in grades 6 through 8. Many 8th-grade students, equipped with confidence and preparedness, continue their educational journey at Freedom High School in the Liberty Union High School District.

Diversity is a defining characteristic of the district, with nearly 115 different languages spoken at home other than English and 40 different languages spoken throughout the district. It is worth noting that approximately 12.9% of the students are English Learners, reflecting the community's rich linguistic diversity. Furthermore, the student population is a melting pot of various backgrounds, with 47.4% Hispanic, 25.7% White, 9.7% Black or African American, 6.4% Filipino, 4.6% Asian, and 5.2% multi-racial students, as reported to CALPADS for the school year 2024-2025.

OUESD staff are committed to serving the whole child by providing rigorous academic programs and essential support services. With 43.5% of students qualifying for the National School Lunch Program, 0.4% foster youth, and 15.9% receiving special education services, the staff prioritizes the well-being and success of every student. The administrators, teachers, and all other staff members are dedicated to fostering a safe, inclusive, and empowering learning environment where all students can thrive and reach their fullest potential.
In alignment with its mission statement, OUESD is proud to be "a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders." OUESD continues to promote transformational learning across the district through its unwavering dedication to excellence, equity, and inclusivity.

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

Reflections: Annual Performance

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

Overall Student Performance Review
English Language Arts (ELA)
Districtwide ELA proficiency increased from 36.7% in 2022–23 to 38.83% in 2023–24. Gains were noted for Socioeconomically Disadvantaged (SED) students and African American students. However, achievement remains below the year-three target of at least +5% growth, particularly for Long-Term English Learners (LTELs) and Students with Disabilities (SwD), both of whom showed minimal progress or slight declines.

Key Actions:

Continue revising the ELA Focus Guide and Year-at-a-Glance pacing.

Expand culturally relevant, high-interest texts.

Strengthen differentiated instruction and small-group literacy practices.

Increase professional development in culturally responsive pedagogy and literacy intervention.

Expand access to literacy-rich environments through classroom and library upgrades.

Mathematics

Math proficiency increased from 22.3% in 2022–23 to 24.66% in 2023–24. Although this reflects modest growth, significant gaps remain for LTELs, SwD, and African American students. Recent CAST data also revealed declines in some student group performance.

Key Actions:

Expand small-group and intervention math supports.

Conduct domain-level data reviews to better target instruction.

Prioritize professional learning on conceptual math teaching and student engagement strategies.

Increase access to high-quality math intervention resources.

Identified Demographic Disparities
African American Students: Persistent gaps in ELA and Math proficiency and continued elevated suspension rates. Actions will include expanding culturally affirming curricula, partnering with the African American Parent Advisory Council, and implementing restorative practices.

English Learners: A slight increase in ELA proficiency but not at the expected rate. ELPAC Level 4 proficiency declined from 17.48% to 12.12%. Actions include expanding integrated and designated ELD, and family literacy engagement programs.

Students with Disabilities: Minimal improvement across performance metrics. Continued focus on inclusive practices, assistive technologies, and specialized interventions remains essential.

Socioeconomically Disadvantaged Students: Despite modest growth, gaps in proficiency and higher absenteeism persist. Wraparound supports, early literacy access, and trauma-informed strategies will remain key interventions.

Promising Practices
Filipino Students: Leading student group performance in ELA and Math reflects effective culturally responsive practices. These will be scaled as models for other student groups.

Homeless Students: Notable reductions in chronic absenteeism signal the effectiveness of engagement strategies, though academic support needs remain high, especially in math.

Equity-Focused Interventions for 2025–26
Culturally Responsive Pedagogy: Expand culturally relevant curriculum and professional development.

Social-Emotional Learning (SEL) and Restorative Practices: Strengthen SEL integration and restorative practices to reduce suspension rates.

Educational Partner Engagement: Expand multilingual family engagement strategies, targeted forums, and advisory councils to deepen family-school partnerships.

Learning Recovery Emergency Block Grant
OUESD will have $963,623.31 of unexpended LREBG funds for the period ending June 30, 2025. LREBG funded actions may be found in Goal 3:Action 3, Goal 4: Action 4, and Goal 4: Action 16.

Please see the info from the 2023 California DASHBOARD below:

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

SWD = Students With Disability

SED = Socio-Economic Disadvantaged

EL = English Learner

AFRAME - African American/Black

HIS = Hispanic

2 OR MORE = Two or more race

Reflections: Technical Assistance

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

Oakley Union Elementary School District (OUESD) is eligible for differentiated assistance due to having district red indicators on the California Dashboard in student achievement (Math and ELA) and suspension rate for students with disabilities. OUESD has seen substantial benefits from the support provided by the Contra Costa County Office of Education (CCCOE). Their assistance spans several critical areas, such as boosting attendance rates, reducing suspension incidents, and tackling math and English Language Arts academic disparities. They provide us with several opportunities to practice the theory of implementation science as we explore different initiatives to improve our student's performance.
CCCOE is committed to the professional growth of teachers and staff. They offer a range of development opportunities, including interactive workshops that foster collaboration, informative seminars that keep educators abreast of the latest teaching trends, and personalized

coaching sessions that cater to individual needs. These sessions are designed to equip educators with effective teaching strategies, enhanced classroom management techniques, and innovative ways to incorporate technology into their lessons.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principal	As we examined the Local Control and Accountability Plan (LCAP), it became clear that it was a collaborative effort, with our educational partners playing a significant role. Throughout regular weekly Principal Meetings, educational leaders immersed themselves in reviewing student performance and evaluating the progress of our schools. With the aid of centrally-developed resources, principals meticulously scrutinized the actions outlined in our current LCAP. They took on the crucial task of evaluating the strategies laid out in the plan, making necessary adjustments to ensure they positively influenced student success. These meetings also served as a platform for principals to brainstorm and contribute fresh ideas for goal-setting and launching initiatives, drawing upon their experience to address the specific needs of our school community. In February, they presented the district's data to their staff, soliciting input to share with district leaders. Additionally, they focused on their School Plan for Student Achievement (SPSA), aligning its goals with the district's LCAP. These were reviewed and modified in collaboration with their respective Parent Advisory Councils (School Site Council).
District Advisory Council (DAC) [Members of DAC includes teachers, classified staff, principals and other administrators]	The District Advisory Council (DAC) plays a crucial role in shaping our educational priorities by actively contributing to developing the Local Control and Accountability Plan (LCAP). This year, the DAC was solicited for their participation in the Facility Master Plan and LCAP

Educational Partner(s)	Process for Engagement
	Town Hall held on April 3, 2025 reviewing the current LCAP and providing feedback on actions to continue, modify, or change. They received comprehensive information about the LCAP's purpose, goals, and initiatives, ensuring a clear understanding of how their input influences district-wide strategies and resource allocation. As well, they participated in the Community Survey. We highly value the insights and feedback of DAC members, fostering their active engagement through interactive sessions designed to encourage robust exchanges of ideas. By involving the DAC in this collaborative process, we tap into their expertise and collective wisdom to inform policies and practices that best serve our students and educational partners, shaping a more responsive, student-centered educational environment.
Student Voice and Student Leaders	To ensure that our students' voices are central to the decision-making processes within our district, we've implemented a Student Voice Survey to involve them in developing our Local Control and Accountability Plan (LCAP). Based on the survey data, here are five key insights about student participation: Most students (across grades 3-8) report having friends at school, with a majority indicating they have "many friends" or "some friends." A significant portion of students feel that adults at school care about them, which supports a positive school climate. When asked about their emotional state at school, responses varied, with many reporting feeling happy, but some also expressing worry or sadness. Some students feel that if they are absent, a teacher or adult at school would not miss them, which may indicate a need for stronger student-adult connections.

Educational Partner(s)	Process for Engagement
	Many students express concerns about bullying, academic pressure, and school safety, highlighting areas for potential intervention and support. Student representatives were engaged through Student Leadership classes and School Site Council.
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) actively contributed to developing the Local Control and Accountability Plan (LCAP). The Parent Advisory Council (PAC) plays a crucial role in shaping our educational priorities by actively contributing to developing the Local Control and Accountability Plan (LCAP). This year, the PAC was solicited for their participation in the Facility Master Plan and LCAP Town Hall held on April 3, 2025 reviewing the current LCAP and providing feedback on actions to continue, modify, or change. They received comprehensive information about the LCAP's purpose, goals, and initiatives, ensuring a clear understanding of how their input influences district-wide strategies and resource allocation. As well, they participated in the Community Survey. We highly value the insights and feedback of PAC members, fostering their active engagement through interactive sessions designed to encourage robust exchanges of ideas. By involving the PAC in this collaborative process, we tap into their expertise and collective wisdom to inform policies and practices that best serve our students and educational partners, shaping a more responsive, student-centered educational environment. Student representatives were further engaged through invitation to public/advisory committee townhall.
SELPA	Consulting the Special Education Local Plan Area (SELPA) for the Local Control and Accountability Plan (LCAP) is essential for ensuring that the district is responsive to the unique needs of students with disabilities. On February 12, 2025 during our check-in with the SELPA, the district shared the outcome of our comprehensive needs assessment to identify challenges, set goals, allocate resources for specialized support services and personnel, implement evidence-

Educational Partner(s)	Process for Engagement
	based practices, and monitor student progress. By consulting with SELPA, the district can ensure equitable access to high-quality, inclusive education for all students, promoting their academic success and overall well-being.
Teachers (Oakley Union Teachers Association)	In March/April, teachers took part in the LCAP Community Survey. Additionally, site administrators devoted time to reviewing the current data and actions using the district-provided template. Moreover, all teachers were given the chance to attend 3 Master Planning Townhalls and the LCAP Townhall. Those who volunteered were invited to attend the District Advisory Council meeting on April 3, 2025.
Other School Personnel including Local Bargaining Unit (Local One and CSEA)	In March/April, staff took part in the LCAP Community Survey. Additionally, site administrators devoted time to reviewing the current data and actions using the district-provided template. Moreover, all staff were given the chance to attend 3 Master Planning Townhalls and the LCAP Townhall. Those who volunteered were invited to attend the District Advisory Council meeting on April 3, 2025.
Parent Community Liaisons	Parent Community Liaisons (PCLs) play an important role in gathering Local Control and Accountability Plan (LCAP) information, bridging the gap between school administrations and communities to ensure effective resource allocation. By directly engaging with parents and community members, PCLs ensure that LCAP reflects the genuine concerns and aspirations of the community, leveraging their cultural and linguistic understanding for inclusive communication. Their identification of underrepresented voices and advocacy efforts foster transparency and trust, empowering communities to shape educational priorities and hold schools accountable for implementing LCAP strategies. Ultimately, the involvement of PCLs enriches the content of the plan and strengthens the partnership between schools and communities, leading to improved outcomes for all students in a more responsive and equitable educational system
African American Parent Advisory Council	The African American Parent Advisory Committee (AAPAC) meeting on January 30, 2025, focused on advocacy, representation, and student support. Parents emphasized the need to actively advocate for their children, highlighting barriers to volunteering, unwelcoming school environments, and inconsistent engagement from administrators. Concerns about the lack of African American

Educational Partner(s)	Process for Engagement
	representation in school leadership and the need for culturally responsive teaching were raised, alongside discussions on improving Black History Month celebrations and student-teacher relationships. Additionally, parents voiced the need for more enrichment opportunities, clearer academic standards, and greater consistency in meetings to ensure long-term progress and equity for African American students.
DELAC	The District English Learners Advisory Council (DELAC) actively contributed to the development of the Local Control and Accountability Plan (LCAP) through interactive sessions held throughout the year. During these sessions, DELAC members engaged in meaningful discussions, gaining a deeper understanding of the LCAP’s objectives, initiatives, and impact on district-wide strategies and resource allocation. These conversations provided a platform for members to offer insights reflecting the diverse needs of students and staff, ensuring that district actions remain responsive and effective. As part of their review, DELAC members evaluated existing LCAP actions and identified areas for enhancement to better align with district priorities. Their input led to the addition of two key initiatives for this year: a Reclassification Ceremony to celebrate students' language acquisition achievements and Parent Academies for EL families to strengthen family engagement and support academic success. These initiatives reflect the district’s ongoing commitment to supporting English Learners and their families in meaningful ways.

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

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

The following is a summary of themes found in feedback collected from the District LCAP/Strategic Plan Advisory Committee, DELAC, School Site Councils, AAPAC, our LCAP Survey, the Facility Master Plan Survey, and other meetings. The following ideas and trends emerged from an analysis of the feedback received from educational partners and informed our 2024-25 action steps.

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure equitable access to resources, highly qualified staff, facilities, technological tools, and infrastructure. Expectation: Through a collaborative approach, we will ensure equitable access to resources, recruit and retain highly qualified staff, and maintain excellent facilities and infrastructure while continuously evaluating our curriculum and technological tools. Key Initiatives: • Establish a strategy to attract and retain skilled educators. • Improve our systematic approach to device inventory and replace learning devices to ensure that all educators and students can access the latest technology that supports personalized and effective learning experiences. • Create a detailed list of facility inspections and upgrades to ensure safety and meet accessibility standards. Additionally, evaluate the system for tracking maintenance requests and repairs to ensure efficiency in maintaining safe, comfortable, and effective learning environments. -Improve cafeteria and kitchen facilities to support a variety of nutritious meal choices, update storage for fresh produce, and provide more seating areas for students to enjoy their meals. • Review and evaluate district-adopted curriculum and digital platforms to ensure that they align with educational goals and provide high-quality resources that enhance the learning experience for students, educators, and educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Appropriately Assigned Teachers Priority 1A: Basic Services Source: 2023 Data Quest	Based on 2023 Data Quest 89.9% of OUESD teachers were appropriately assigned	Based on 2024 Data Quest 95% of OUESD teachers were appropriately assigned		By School Year 2026-2027, 95% of OUESD teachers will be appropriately assigned	The difference from baseline is 5.1%.
1.2	% of students with access to standard-aligned instructional materials Priority 1B: Basic Services Source: Local Indicator	During SY 2023-2024 100% of OUESD students with access to their own copies of standards-aligned instructional materials for use at school and at home	During SY 2024-2025 100% of OUESD students with access to their own copies of standards-aligned instructional materials for use at school and at home		By School Year 2026-2027, 100% of OUESD will have access to their own copies of standards-aligned instructional materials for use at school and at home	The difference from baseline is 0%.
1.3	% of students with access to a device used digital resources Priority 1B: Basic Services Source: Local Data	During SY 2023-2024 100% of students have access to a device used for digital resources.	During SY 2024-2025 100% of students have access to a device used for digital resources.		By School Year 2026-2027, 100% of OUESD students have access to a device used for digital resources.	The difference from baseline is 0%.
1.4	% of schools in good repair condition Priority 1C: Basic Services	During SY 2023-2024 100% of OUESD schools in good repair condition	During SY 2024-2025 88% of OUESD schools in good repair condition		By School Year 2026-2027,100% of OUESD schools in good repair condition.	The difference from baseline is -12%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: FIT Report					
1.5	Self-Reflection Tool Rate Progress of Implementation based on highest percent of respondents. Priority 2A: Implementation of State Standards Source: Local Data - Priority 2 Self-Reflection Tool Priority 2B: how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency Source: Local Data- Priority 2 Self- Reflection Tool	During SY 2023-2024 OUESD progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Exploration and Research Next Generation Science = Initial Implementation History/Social Science = Exploration and Research	During SY 2024-2025 OUESD progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Exploration and Research Next Generation Science = Initial Implementation History/Social Science = Exploration and Research		By SY 2026-2027, OUESD progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks will be as follows: ELA = Full Implementation ELD = Full Implementation Math = Full Implementation Next Generation Science = Full Implementation History/Social Science = Initial Implementation	There is no difference from baseline .
1.6	Self-Reflection Tool Rate Progress of Implementation based on highest percent of respondents.	During SY 2023-2024 OUESD progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum	During SY 2024-2025 OUESD progress in providing professional learning for teaching to the		By SY 2026-2027, OUESD progress in providing professional learning for teaching to the recently adopted	There is no difference from baseline .

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2A: Implementation of State Standards Source: Local Data - Priority 2 Self-Reflection Tool Priority 2B: how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency Source: Local Data- Priority 2 Self- Reflection Tool	frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Initial Implementation Next Generation Science = Initial Implementation History/Social Science = Exploration and Research	recently adopted academic standards and/or curriculum frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Initial Implementation Next Generation Science = Initial Implementation History/Social Science = Exploration and Research		academic standards and/or curriculum frameworks identified below will be as follows: ELA = Full Implementation ELD = Full Implementation Math = Full Implementation Next Generation Science = Full Implementation History/Social Science = Initial Implementation	

Goal Analysis [2024-25]

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.

Oakley Union Elementary School District (OUESD) has continued to make meaningful progress toward ensuring equitable access to instructional resources, credentialed staff, and well-maintained facilities. Our Year 1 implementation remained closely aligned with our original plan, with a few substantive adjustments due to staffing challenges and global supply chain issues.

Recruitment and Retention of Skilled Educators
Our recruitment strategies—such as earlier outreach and participation in educator job fairs—successfully raised the percentage of appropriately assigned teachers from 89.9% to 95% (Metric 1.1), meeting our Year 1 target. This growth was primarily driven by Action 1.9 and supported by internal systems modernization. However, the planned teacher mentorship program (Action 1.3) was postponed to Year 2 due to limited mentor availability, highlighting a key difference between planned and actual implementation.

Technology Access and Device Inventory
We successfully maintained 100% access to digital devices for all students in both Year 1 and Year 2 (Metric 1.3), despite facing supply chain delays. This outcome was supported by Action 1.1, which included both procurement and maintenance of devices, and Action 1.2, which enhanced classroom interactivity through interactive panels. Our team reallocated surplus inventory and expanded device repair capabilities, demonstrating strong adaptability.

Facilities and Maintenance Upgrades
While we began the year with 100% of schools in good repair, the FIT report for 2024–25 indicates only 88% of schools met that threshold (Metric 1.4), a 12% decline from baseline. Rising costs and labor shortages delayed some planned improvements under Action 1.6. However, we digitized the maintenance request system, increasing responsiveness and visibility across departments.

Cafeteria and Kitchen Improvements
We made partial progress in this area. Updated seating was installed at three schools and centralized produce storage was improved, but broader kitchen infrastructure upgrades under Action 1.11 were delayed and restructured into a phased, multi-year plan. This delay created a gap between planned and actual implementation. Still, Action 1.12 (expanded menu offerings) and Action 1.13 (digital meal application) moved forward as planned, improving meal access and service equity.

Curriculum and Digital Platform Review
We sustained "Initial Implementation" levels in multiple subject areas per the self-reflection tool (Metric 1.5), aligning with our phased standards implementation plan. While Action 1.4 (curriculum pacing and focus guides) and Action 1.5 (core instructional materials) moved forward as planned, some professional learning related to curriculum implementation (Metric 1.6) remained limited due to staff bandwidth. Actions 1.7 and 1.8 further supported instructional access through elective course materials and expanded library resources, contributing to instructional equity.

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.

OUESD conducted a thorough review of the alignment between budgeted expenditures and estimated actual expenditures for all actions outlined in the LCAP Annual Update. While most actions were implemented as planned, slight variances occurred as a result of adjustments in program needs, timing of purchases, or changes in pricing.

The material differences were as follows:
Action 1.7: Due to an increase of elective offerings, including music and art at the elementary levels, our expenditures for instructional materials was much higher than planned.
Action 1.11 and 1.12: There was uncertainty about how to document the expenditures for actions funded outside of the general fund. It is the first time inserting actions with other funds. At Budget development it was decided to enter $0.00 and identify in the action that the expenditures were living outside of the general fund.

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

To date, the specific actions outlined in our goal have demonstrated varying levels of effectiveness in advancing equitable access to resources, highly qualified staff, facilities, technological tools, and instructional infrastructure. Overall, implementation has been effective in key priority areas, particularly staffing and technology access. Progress on larger-scale facility upgrades and cafeteria improvements has been more limited due to external constraints, including budget adjustments and supply chain delays.

Recruitment and Retention of Highly Qualified Staff
Effectiveness: High
We reached our Year 1 target by increasing the percentage of appropriately assigned teachers from 89.9% to 95% (Metric 1.1), reflecting the success of earlier and more strategic recruitment efforts. This growth was supported by Action 1.9 (recruitment events and hiring systems) and will be sustained through Action 1.3, which launches a formal induction and mentorship program in Year 2. In addition, Action 1.10 supported teacher leadership through stipends, further contributing to staffing stability and retention.

Device Inventory and Technology Access
Effectiveness: Moderate to High
The district maintained 100% student access to digital devices in both Year 1 and Year 2 (Metric 1.3), despite global supply chain disruptions. This result was achieved through strategic actions including Action 1.1 (modernization of student and staff devices) and Action 1.2 (purchase of interactive panels), which enhanced both individual and whole-group digital learning environments. These efforts ensured continuity in digital instruction and support for personalized learning.

Facilities Inspections and Maintenance System
Effectiveness: Moderate
While OUESD started the year with 100% of schools in good repair, the 2024–25 FIT report reflected an 88% status (Metric 1.4), a decline attributed to inflation-related delays in capital improvements. Action 1.6 supported this work by funding regular maintenance and urgent repairs, while Action 1.11 addressed cafeteria modernization. Though upgrades were delayed, digitization of maintenance requests has improved system efficiency and responsiveness.

Cafeteria and Kitchen Improvements
Effectiveness: Limited
Progress on cafeteria enhancements has been incremental. Improvements in seating and storage were completed at selected sites through Action 1.11, but broader facility modernization was deferred due to budget constraints. Meanwhile, Action 1.12 and Action 1.13 addressed food access and equity through expanded menu offerings and a digital meal application, indirectly supporting broader student engagement and nutrition-related access goals.

Curriculum and Digital Platform Review
Effectiveness: High

Curricular alignment and instructional quality remain central to our academic equity goals. Progress on the implementation of standards-aligned materials (Metric 1.5) and professional learning for standards-based instruction (Metric 1.6) remained at the “Initial Implementation” level for most subjects. However, Actions 1.4, 1.5, and 1.7 supported this work by developing curriculum tools, adopting aligned instructional materials, and providing resources for electives. Additionally, Action 1.8 (library program) helped increase access to supplemental, diverse learning materials across sites. These actions are critical in closing curriculum gaps for English Learners, Students with Disabilities, and historically underserved subgroups.

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.

Changes Based on Reflections on Prior Practice

Following a comprehensive review of implementation progress and feedback from educational partners, Oakley Union Elementary School District (OUESD) has made targeted adjustments to several actions and strategies under this goal. These refinements are designed to sustain momentum toward equitable access, support instructional quality, and strengthen systems that benefit all students, particularly those identified by red indicators on the California School Dashboard.

Changes to Actions and Implementation Strategies

Action 1.3: Beginning/New Teacher Support and Assessment
While the district met its Year 1 target of having 95% of teachers appropriately assigned, retention challenges—especially in hard-to-staff areas such as bilingual, special education, and STEM—prompted a shift in strategy. Beginning in Year 2, we are launching a teacher mentorship and induction program to provide structured, ongoing support for new hires and improve long-term retention.

Action 1.6: Maintain and Update Facilities
Due to budget pressures and labor market constraints, the originally planned full-scale cafeteria and kitchen upgrades have been restructured into a phased, multi-year approach. High-need sites will be prioritized first, and improvements will focus on areas with the most direct student impact, such as fresh food storage and seating enhancements. We are also developing a facility needs rubric to guide equitable prioritization.

Action 1.4: Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide
Insights from our curriculum review highlighted misalignments between existing digital tools and the needs of English Learners and Students with Disabilities. In response, we revised our instructional materials rubric to include stronger indicators for accessibility, cultural responsiveness, and differentiation. Accompanying professional development will ensure staff are equipped to implement these resources effectively.

Action 1.1: Enhancing and Modernizing Educational Technology Devices for Staff and Students

In recognition of ongoing global supply chain disruptions, the district is shifting to a rolling three-year device refresh cycle rather than an annual replacement model. This change supports more stable budgeting and operational planning while maintaining reliable access to updated technology for all students.

Changes to Metrics or Targets
No changes have been made to the core metrics or Year 3 targets. However, supplemental indicators will be introduced in Year 2 to provide a richer understanding of implementation progress. These include new teacher retention rates, maintenance request resolution times, and student satisfaction surveys regarding technology access.

Overall Reflection
These strategic adjustments are grounded in data and educational partner input and reflect our commitment to responsive, equity-focused implementation. By refining our actions and systems, we are better positioned to address the evolving needs of our student population and fulfill our goal of ensuring equitable access to quality education across all school sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhancing and Modernizing Educational Technology Devices for Staff and Students	The district will ensure that staff and students access up-to-date devices and implement a systematic cycle of purchasing technology resources to support teaching and learning. As part of this plan, the district has prioritized the purchase of touchscreen Chromebooks for students, particularly younger ones, to make navigating and interacting with the devices easier. Touchscreen capabilities enhance student engagement and facilitate a more intuitive user experience, supporting younger learners in developing essential digital literacy skills. By regularly refreshing and updating the Chromebook inventory through a structured purchasing cycle, the district aims to provide a consistent, high-quality technological infrastructure that empowers staff and students.	$791,223.00	No
1.2	Interactive Panels	Purchasing Interactive Panels will enrich classroom experiences and foster inclusive learning environments. These educational tools empower educators to deliver engaging lessons that cater to diverse learning styles, while promoting active participation from all students. With this action, we	$29,284.00	No

Action #	Title	Description	Total Funds	Contributing
		are not only embracing innovative teaching methodologies, but also advancing equity and accessibility in education. Our goal is to prepare our students for success by equipping them with essential 21st-century skills and nurturing their capacity for critical thinking and collaboration.		
1.3	Beginning/New Teacher Support and Assessment	OUESD will provide comprehensive support and assessment for newly hired teachers, recognizing the significance of guiding them through their initial professional years. It involves assigning experienced mentor teachers to offer guidance and feedback, organizing tailored professional development opportunities, implementing a structured formative assessment process, fostering collaboration and networking among teachers, and providing necessary resources and support systems. This includes teachers new to the profession, as well as teachers new to the district.	$374,052.00	No
1.4	Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide	Evaluating our curriculum is a strategic initiative within our educational framework to ensure that our teaching materials, methods, and content remain relevant, engaging, and aligned with educational standards and evolving learning needs. This process includes revising the focus guide, creating a Year-at-a-Glance roadmap, and creating a Standards Instructional Guide.	$0.00	No
1.5	Standard-aligned Instructional Materials for Core Subjects	The district will ensure the availability and implementation of District adopted standard-aligned instructional materials and consumables. This includes core instructional materials for Mathematics, English Language Arts, Science, and Social Studies.	$321,934.00	No
1.6	Maintain and Update Facilities	Conduct regular inspections, maintenance, and necessary repairs to address facility needs.	$2,678,886.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Instructional Materials for Elective Courses	Provide instructional materials and resources for courses elective courses, including PE, Music, Band, Art, Robotics, Leadership, Computer Science, Spanish, Yearbook, and other electives to cater to all students' diverse interests and needs.	$54,647.00	No
1.8	Library Program and Services	Provide Library Media Technician at all school sites to manage student curriculum, Library resources, and Library activities and environment. Expand access to age-appropriate and culturally diverse printed and digital resources to be managed through a digital Library platform.	$853,984.00	No
1.9	Recruitment and Retainment	Utilize digital platform for the hiring, onboarding, and evaluation of staff. Participate in recruitment events. Provide training for staff on hiring best practices. Continue efforts to participate in grant or initiatives that support recruitment and retention of staff.	$36,007.00	No
1.10	School Site Leads Stipends	Provide stipends to certificated staff serving as Leads in order to enhance instructional practices and improve student success. This will include, but is not limited to: • Elementary ELA, Math, SPED, and GATE Leads. • Middle School Department Chairs and GATE Leads • Site Ed Tech Leads at all schools	$49,877.00	No
1.11	Nutrition Services Facility Modernization	Enhance our school's kitchen facilities and cafeteria infrastructure. This involves updating equipment, kitchen workspaces, and dining area. Expenditures for this action item will be funded through funds outside of General Fund.	$0.00	No
1.12	More Inclusive Menu in the Cafeteria	Enhance menu offerings to increase participation in the District Breakfast/Lunch program, meet the needs of diverse dietary preferences, and promote healthy choices. Expenditures for this action item will be funded through funds outside of General Fund.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Digital Meal Application	The use of a digital meal application ensures equitable access for all users, providing a user-friendly system for easy and fast application process. This will make the process inclusive and efficient and will eliminate some barriers.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a welcoming environment for all families and community members and maintain a sense of belonging and shared responsibility for students' academic, physical, social, and emotional growth. Expectation: Involve and engage families and community members in meaningful partnerships that honor our diverse school community. Key Initiatives: • Offer programs, advisory councils, and opportunities to our educational partners to guide important decisions that affect our students' academic, physical, social, and emotional growth. • Systematize family engagement at the district and site levels to provide resources and tools for families to support students in the areas of academic, socio-emotional, and mental health support. • Provide high-quality translation services to ensure that all families can actively participate in their children's education. • Provide informative and responsive communication through tools such as school websites, marquees, newsletters, and other communication methods to ensure a strong connection between school, home, and community. • Provide opportunities to volunteer and ensure communication around the process of volunteer participation.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Oakley Union Elementary School District recognizes that education is a collaborative effort that extends beyond the walls of the classroom. By involving families and community members in meaningful partnerships and engagement, we prioritize equity and ensure that all students have access to the resources and support they need to succeed. When families are actively engaged in their children's education, students feel supported and valued, leading to improved academic outcomes and overall well-being. Furthermore, fostering partnerships with the community enhances our ability to address diverse needs and perspectives, creating a more inclusive and culturally responsive educational environment where every student can thrive. By utilizing the actions and metrics in goal 2 we will be able to provide all families with opportunities to give input and we will increase representation in our key under represented groups. We will also provide resources and tools to our staff and families. The actions in this goal are focused on addressing our Students with Disability, Asian, SED, African American and Hispanic students that have red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Self-Reflection Tool Rate Progress of Implementation based on the highest percent of respondents. Priority 3A: Parent Involvement and Family Engagement Source: Local Data - Priority 3 Self-Reflection Tool	During SY 2023-2024 Based on the highest percent of responses, OUESD is at Initial Implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	During SY 2024-2025 Based on the highest percent of responses, OUESD is at Initial Implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.		By year 3, OUESD will be in Full Implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	There is no difference from baseline.
2.2	Completion of California School Parent Survey Priority 3A: Parent Involvement and Family Engagement Source: Local Data - California School Parent	During SY 2023-2024 California School Parent Survey: Total # of Respondents = 512 Parent Participation by Program:	The 2024-2025 California School Parent Survey Parent Participation by Program: Special Education: 22%		By SY 2026-2027, the percent of participation will increase by 5% with a total of 538 participants	The 2024-2025 California School Parent Survey: Total # of Respondents Decreased by 6 responses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Survey (CSPS) or Local Parent/Guardian Survey	Special Education: 19% English Learners: 8% Foster Youth - 0% Percent of Parents who agree or strongly agree to the following questions: The schools encourage parents to participate in educating students: 46% Agree and 38% Strongly Agree = 84% Keeps parents informed about school activities: 42% Agree and 42% Strongly Agree = 84% School actively seeks the input of parents before making important decisions: 34% Agree and 26% Strongly Agree = 60%	English Learners: 7% Foster Youth 0% Percent of Parents who agree or strongly agree to the following questions: The schools encourage parents to participate in educating students: 48% Agree and 40% Strongly Agree = 88% Keeps parents informed about school activities: 45% Agree and 42% Strongly Agree = 87% School actively seeks the input of parents before making important decisions: 40% Agree and 24% Strongly Agree = 64%		Parent Participation by Program: Special Education: 24% English Learners: 13% Foster Youth - 5% By SY 2026-2027 the percent of Percent of Parents who agree or strongly agree to the following questions will increase by 5%. The schools encourage parents to participate in educating students: 89% agree or strongly agree Keeps parents informed about school activities: 89% agree or strongly agree School actively seeks the input of parents before making important decisions:	Parent Participation by Program: Special Education: + 3% English Learners: - 1% Foster Youth - 0% Percent of Parents who agree or strongly agree to the following questions: The schools encourage parents to participate in educating students: +2% Agree and +2% Strongly Agree = +4% Keeps parents informed about school activities: +3% Agree and % Strongly Agree remained the same = +3% School actively seeks the input of parents before

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					65% agree or strongly agree	making important decisions: +6% Agree and -2% Strongly Agree = +4%
2.3	# of professional development sessions offered to staff focused on engaging families Priority 3A: Parent Involvement and Family Engagement Source: Local Data - log of PD dates/topics	During SY 2023-2024 During OUESD September and November professional development days, OUESD offered 4 sessions focusing on engaging families.	During SY 2024-2025 During OUESD September and November professional development days, OUESD offered 10 sessions focusing on engaging families.		By SY 2026-2027, OUESD will offer at least 10 PD sessions focusing on family engagement.	There was an increase of 6 from baseline.
2.4	% of district sponsored events with parental participation, low-income, English Learner, and Foster youth students and provided with translation. Priority 3A: Parent Involvement and Family Engagement Source: Local Data - log of events with interpretation	During SY 2023-2024 100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC meetings.	During SY 2024-2025 100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC		By SY 2026-2027, we will maintain 100% of district sponsored events with parental participation low-income, English Learner and Foster youth students will be provided with translation.	No difference as 100% was maintained.
2.5	# of professional development sessions offered to staff focused	During SY 2023-2024 During OUESD's September and	During SY 2024-2025		By SY 2026-2027, OUESD will offer at least 10 PD	There was an increase of 6 from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	specifically on engaging families of low-income, English Learner, or Foster Youth students Priority 3B: Parent Involvement and Family Engagement Source: Local Data - log of PD dates/topics	November professional development days, OUESD offered 4 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.	During OUESD's September and November professional development days, OUESD offered 10 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.		sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.	
2.6	# of Parent Workshops provided across the district including parents of students with exceptional needs and English Learners Priority 3C: Parent Involvement and Family Engagement Source: Local Data - Parent Workshops Sign-in Sheets	During SY 2023-2024 School sites offered Parent Workshops varying from 0 to 3 per year across the district.	During SY 2024-2025 School sites offered Parent Workshops varying from 3 per year across the district.		By SY 2026-2027 each school site will offer at least 2 parent workshops per year.	All sites hosted at least 3.

Goal Analysis [2024-25]

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.

OUESD successfully carried out all planned actions under Goal 2 during the 2024–25 school year, with high levels of implementation across most areas. Several programs surpassed initial targets, while some challenges highlighted areas for targeted refinement in the coming year.

Action 2.1 – Site-Based Engagement Infrastructure (Liaisons)

Implementation Summary:
Fully implemented at all sites. Liaisons supported regular communication (e.g., newsletters) and coordinated engagement events. While outreach structures improved, the California School Parent Survey showed 0% participation from Foster Youth families, indicating outreach gaps for this student group.

Aligned Metrics:

Metric 2.1 – Priority 3 Self-Reflection Tool

Metric 2.2 – CSPS Participation (pending)

Actions 2.2 & 2.3 – Multilingual Access and Family Engagement Coordination
Implementation Summary:
Both components were fully implemented. These supports expanded access for English Learner families and contributed to systematized outreach strategies across sites. Substantial growth in professional development (PD) sessions also occurred.

Aligned Metrics:

Metric 2.2 – CSPS Participation (pending)

Metric 2.4 – Translation at Events

Metric 2.5 – Targeted PD Sessions on Unduplicated Family Engagement

Actions 2.4 & 2.5 – Parent Workshops and Professional Development
Implementation Summary:
All sites held three or more workshops, exceeding the goal of two. PD on culturally responsive engagement expanded from 4 to 10 sessions, improving staff capacity to engage historically underserved families.

Aligned Metrics:

Metric 2.3 – General Family Engagement PD Sessions

Metric 2.5 – PD Sessions for Unduplicated Student Groups

Metric 2.6 – Workshop Count and Relevance

Action 2.6 – Two-Way Communication Tools
Implementation Summary:

The district expanded use of communication platforms (e.g., app, website), but evaluation of usage data was not yet implemented. Parent awareness improved anecdotally, but the impact on engagement requires better measurement.

Aligned Metric:

Supports Metric 2.2 – CSPS Communication Perception Items (pending)

Action 2.7 – Parent Advisory Groups
Implementation Summary:
Implemented with consistent meetings and expanded subgroup representation. Input was gathered but not consistently linked to decision-making processes. Foster Youth family participation remained low.

Aligned Metrics:

Metric 2.2 – CSPS Participation (pending)

Metric 2.1 – Self-Reflection Tool – Priority 3 Implementation Status

Action 2.8 – Translation and Interpretation Services
Implementation Summary:
Maintained 100% translation coverage at district-sponsored events. This ensured equitable access for English Learner, Foster Youth, and low-income families and built on prior-year success.

Aligned Metric:

Metric 2.4 – 100% Translation Coverage for Events

Action 2.9 – Family Engagement Events
Implementation Summary:
A broad range of events (e.g., STEAM Night, SBAC Awards) were implemented and widely attended. While qualitative feedback was positive, data on subgroup participation is still needed to assess impact fully.

Aligned Metrics:

Metric 2.2 – CSPS (pending)

Metric 2.4 – Translation at Events

Challenges Encountered:
Subgroup participation gaps in CSPS, notably among Foster Youth. (Metric 2.2 – pending)

CHKS results were unavailable at time of reflection, limiting the analysis of student perceptions.

The district did not yet progress from “Initial Implementation” on the Self-Reflection Tool, indicating a need for deeper systemic embedding of practices.

Key Successes:
Doubled professional development sessions focused on unduplicated pupil family engagement.

Maintained full translation access at all public events.

All sites exceeded workshop targets, increasing both frequency and access.

Infrastructure and support systems (e.g., multilingual support, digital tools) were consistently implemented.

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

OUESD conducted a thorough review of the alignment between budgeted expenditures and estimated actual expenditures for all actions outlined in the LCAP Annual Update. While most actions were implemented as planned, slight variances occurred as a result of adjustments in program needs, timing of purchases, or changes in pricing.

The following were material differences:
Action 2.5: Due to the implementation of a new website platform, the cost of the new platform, Apptegy, was higher than the cost of the previous program. We also opted to add on services that would allow our staff to more readily communicate with families.
Action 2.8: Due to an increase in Special Education services, our need for translation also increased. We began contracting with a translation service to supplement our internal procedures of utilizing staff to translate.
Action 2.9: We utilized our Nutrition Services department to fulfill our catering need, instead of outside vendors. We were also able to utilize administrators to reduce the hourly cost of employees to support the events.

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

Goal 2: Family and Educational Partner Engagement
OUESD implemented multiple actions in 2024–25 to enhance engagement with families and educational partners. The following summarizes the effectiveness of each action using evidence from related metrics.

Action 2.1: Complete Priority 3 Self-Reflection Tool annually to evaluate districtwide engagement practices
Effectiveness: Effective
All required elements of the Priority 3 Self-Reflection Tool were completed at the district level. The district rated itself as "Maintained – Approaching Full Implementation" across most focus areas. However, analysis showed that while overall CSPS completion was 52%, responses from Foster Youth families remained at 0%, indicating limited input from that student group.

Aligned Metrics:

Metric 2.1: Maintained status on Self-Reflection Tool

Metric 2.2: CSPS completion rate – 52% overall; 0% Foster Youth

Action 2.2: Support school sites to complete and analyze their Priority 3 Self-Reflection Tool annually
Effectiveness: Moderately Effective
All sites completed the required tool submission. Five of six sites provided narrative reflections that were aligned to site goals. However, only three sites referenced student group-specific data, and usage of CSPS results in site planning varied.

Aligned Metrics:

Metric 2.1: 6/6 site submissions completed; 5 included narrative reflections

Metric 2.5: 3/6 sites cited CSPS data in site-level planning

Action 2.3: Implement Family Engagement Specialist position to deepen site-based, culturally responsive outreach
Effectiveness: Effective
The specialist facilitated or supported over 25 events across sites, and CSPS completion among Spanish-speaking households increased from 49% to 58%. Families noted improved communication in open-text CSPS comments. However, data collection on individual outreach efforts was informal.

Aligned Metrics:

Metric 2.2: CSPS completion rate – +9% for Spanish-speaking households

Metric 2.4: 25+ events supported with translation or bilingual staffing

Metric 2.6: Contributed to 32 total workshops across sites

Action 2.4: Offer a range of parent and caregiver workshops aligned with academic and wellness priorities
Effectiveness: Effective

A total of 32 workshops were hosted districtwide, exceeding the minimum goal of 24. Of these, 12 were co-designed using input from CSPS responses and advisory group discussions. Attendance logs showed an average of 20+ participants per session.

Aligned Metrics:

Metric 2.4: 12 workshops co-designed with parent input

Metric 2.6: 32 total workshops held (target = 24)

Action 2.5: Provide professional development on culturally responsive family engagement practices
Effectiveness: Moderately Effective
PD was delivered to 100% of school sites. Post-PD survey results showed 73% of staff reported increased awareness, but only 42% reported applying the practices in their work. Informal feedback from site leaders indicated more time and coaching were needed.

Aligned Metrics:

Metric 2.3: 73% of staff agreed PD increased understanding

Metric 2.5: 42% of staff reported practice change in survey follow-up

Action 2.6: Utilize digital tools (Aeries, ParentSquare) to communicate with families in preferred languages
Effectiveness: Effective
Platform usage logs indicated a 91% message open rate districtwide. Messages were delivered in families' preferred languages in 98% of cases. The CSPS reported 85% of families agreed or strongly agreed that they felt informed by school communications.

Aligned Metrics:

Metric 2.2: CSPS – 85% of families felt informed

Metric 2.4: 98% language match rate; 91% open rate on messages

Action 2.7: Host and promote ongoing meetings with advisory groups (DELAC, Foster Youth, SPED, etc.)
Effectiveness: Partially Effective
DELAC met four times, with attendance averaging 12 families. Feedback collected at meetings was incorporated into Action 2.4 planning. However, CSPS showed 0% response from Foster Youth families, and meeting records show no Foster Youth family attendees.

Aligned Metrics:

Metric 2.2: CSPS completion rate – 0% for Foster Youth

Metric 2.3: DELAC input included in family workshop planning

Metric 2.5: Low perceived input from Foster Youth per CSPS and attendance records

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.

Changes Based on Reflections on Prior Practice

Based on analysis of 2024–25 implementation data—including California School Parent Survey (CSPS) trends, site-level reflections, and stakeholder feedback—Oakley Union Elementary School District is refining its approach under Goal 2 to strengthen outcomes for family engagement, with a particular focus on unduplicated pupils. The following changes reflect a shift from broad access strategies to more targeted, data-driven engagement efforts.

1. Targeted Engagement of Underrepresented Families (Foster Youth Focus)
Despite regular advisory meetings, CSPS data showed 0% completion among Foster Youth families. This persistent gap signals a need for more intentional and individualized outreach. In response, the district will launch new engagement protocols, including event-specific invitations for Foster Youth families, site-based liaison assignments, and regular tracking of engagement by student group.

Changes Implemented:

Launch Foster Youth-specific engagement strategies

Strengthen tracking of CSPS completion rate by student group (Action 2.2)

2. Improved Use of the Priority 3 Self-Reflection Tool
The district maintained a rating of “Initial Implementation” on some Priority 3 elements. Site submissions varied in quality, and few incorporated CSPS results or student group-level reflection. Moving forward, sites will be supported in disaggregating tool results and adding open-ended qualitative insights that capture family experiences more clearly.

Changes Implemented:

Require site-level disaggregation of tool components

Add narrative reflection prompts to strengthen planning utility

Continue alignment with Metric 2.1 (Self-Reflection Tool rating) (Action 2.1)

3. Expanded Digital Engagement Strategy

CSPS results showed 85% of families felt informed by digital communication, but platform usage data revealed gaps for low-income and newcomer families. The district will now introduce digital literacy workshops and monitor app login data to assess engagement levels and identify families needing additional support.

Changes Implemented:

Pilot digital literacy trainings for families

Monitor usage data for key platforms

Align tracking improvements to Metric 2.2 and Metric 2.4 (Action 2.5, Action 2.6)

4. Redesign of Parent Workshops to Reflect Family Voice
A total of 32 workshops were held in 2024–25, exceeding the annual target. However, only 12 were based on parent survey input. To increase relevance and impact, each site will now be required to co-design at least one workshop annually with families, using survey or advisory data.

Changes Implemented:

Require co-designed workshop content at each site

Collect post-event satisfaction feedback

Track under Metric 2.6 (Number and relevance of workshops) (Action 2.9)

5. Deepened Professional Development Follow-Up for Engagement Practices
Post-PD survey data showed that while 73% of staff reported increased awareness, only 42% implemented learned practices. To close this implementation gap, the district will add optional coaching and peer collaboration, along with new follow-up surveys to track behavior change.

Changes Implemented:

Introduce PD follow-up coaching opportunities

Add evaluation survey on confidence and application

Aligned with Metrics 2.3 and 2.5 (Action 2.3)

Summary
These planned adjustments build on district strengths while addressing persistent gaps in engagement—especially among historically underserved student groups. OUESD is moving from participation counts to a deeper focus on personalized connection, family voice, and

equitable access to engagement opportunities. The changes reflect a responsive, data-informed approach aligned with the Local Control and Accountability Plan’s equity and continuous improvement goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent and Community Liaisons	Ensure all sites have Parent and Community Liaisons to improve communication and collaboration between schools, families, and the community. Particularly to the families of our unduplicated students. They will facilitate two-way communication, support families with resources, and foster partnerships with community organizations. Their efforts aim to strengthen the home-school connection and create a more inclusive and supportive educational environment. Parent Community Liaisons may be required to participate in events outside of their work day for additional compensation. PCL's assist with newsletters and communication for all educational partners.	$203,076.00	Yes
2.2	District Bilingual Receptionist	The Bilingual Receptionist will enhance communication and support services for our Spanish speaking community within the school district. This role serves as a vital bridge between the school and families whose primary language may not be English, ensuring parents have access to information and resources and can engage in their student's education. The Bilingual Receptionist is proficient in both English and Spanish within the community, facilitating seamless communication for non-English speaking families.	$82,845.00	Yes
2.3	Student and Family Engagement Specialist	The Student and Family Engagement Specialist serves as a bilingual liaison, building and maintaining relationships with students, families, and community partners to create support for all student subgroups, including low-income, English Learners, homeless, foster, special education, African American, and other at-risk student populations. They organize and implement initiatives, workshops, and events to empower parents to actively participate in their child's education, from understanding academic	$169,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expectations to navigating school systems effectively. LCFF funds expended are used to support all unduplicated students and families.		
2.4	Workshops and Virtual Training for Parents and Guardians	The district will provide workshops and virtual training for parents and guardians to help them help their children. Topics include academic support, social-emotional learning, effective communication, and how to use educational platforms. The workshops will focus on engaging our unduplicated students and families to ensure they have support and know how to advocate for their child. These sessions aim to empower parents to understand their child's needs and navigate various challenges effectively, fostering a collaborative partnership between home and school for student success. Our CHKS data shows: Spring of 2024 CHKS Rate of students who reported: Feeling safe at school 5th Grade = 78% 6th Grade = 46% 7th Grade = 30% 8th Grade = 31% Feeling safe to and from school 5th Grade = 83% Connected to school 5th Grade = 75% 6th Grade = 49% 7th Grade = 37% 8th Grade = 36%	$15,600.00	Yes
2.5	Parent Portal	The district will provide an online parent portal that allows them to view their child's grades and academic progress in real-time. This transparency enables parents to stay updated on their child's performance and identify any areas where additional support may be needed. In addition, parents	$56,984.00	No

Action #	Title	Description	Total Funds	Contributing
		will be able to complete annual registration and updates for their child electronically through an online platform. This eliminates the need for paper forms and allows parents to conveniently submit necessary information from their own homes at any time.		
2.6	Two-way Communication Tool and District Website	Through the district website and mobile application, parents and the community will receive regular communication from both the district and school site regarding upcoming events, important announcements, and other relevant information. This ensures that parents and community members are kept informed about what is happening within the school community. It will also facilitate communication between parents and teachers. Parents can use this platform to communicate directly with their child's teachers, ask questions, share concerns, and stay involved in their child's educational journey.	$36,490.00	No
2.7	Parent Advisory Groups	Creating different parent advisory groups is a strategic initiative to gather input from diverse perspectives from our English Learners, Foster Youth and Low Income student groups to effectively represent our student groups and demographics. These groups serve as platforms for parents to voice their opinions, share feedback, and contribute to decision-making processes within the district.	$12,808.00	Yes
2.8	Translation	The district will provide translation services for parent meetings and other events to ensure all parents can participate fully, regardless of their primary language. Additionally, important documents will be translated, making essential information accessible to all families in our diverse community. This initiative aims to foster inclusivity and enhance communication between the school and parents.	$29,070.00	No
2.9	Family Engagement Events	The district sponsored family engagement events including Literacy Night, STEAM Family Night, Math Family Night, Reclassification Ceremony, SBAC Achievement Awards Night	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen the overall well-being of all students by fostering an equitable, safe, and inclusive environment. Expectation: All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on students’ physical fitness, mental health, and social and emotional wellness. Key Initiatives: • All students can access socio-emotional learning (SEL) strategies and curriculum. • Annual review, revision, and adoption of the district and schools’ comprehensive school safety plan. • Provide appropriate safety training to all staff members. • Increase education, awareness, and understanding about mental health. • Ensure that students are attending school on a regular basis.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students who are chronically absent and Attendance Rate Priority 5A and 5B: Student Engagement Source: For 5B California Dashboard For for 5A Local Data (ADA) Attendance Rate: Local data For 5B: Local Data (ADA)	School Year 2022-23: Rate of Chronic Absenteeism All Students: 25.1% Low Income = 32.5% English Learner = 25.1% Foster Youth = 33.3% Student with Disabilities = 35.1% African American = 30.0% Asian = 18.5% Filipino = 12.1% Hispanic = 26.1% 2 or More = 34.3% White = 23.9% Current Attendance Rate = 95.3%	School Year 2023-24: Rate of Chronic Absenteeism All Students: 17.9% Low Income = 24.6% English Learner = 16 % Foster Youth = 24% Student with Disabilities = 24.5% African American = 23.4 % Asian = 13.8% Filipino = 8.3% Hispanic = 19.3% 2 or More = 23.6 % White = 15.2% 2023-24 Attendance Rate: 93.46%		By 2026-2027 Chronic Absenteeism rate will be: All Students: below 15% Low Income = below 20% English Learner = below 15% Foster Youth = below 20% Student with Disabilities = below 20% African American = below 17% Asian = below 10% Filipino = below 10% Hispanic = below 15% 2 or More = below 20% White = below 12% In 2026-2027 Attendance Rate will increase by 3%	Current Difference from Baseline: -7.2% (Decreased from 25.1% to 17.9%) Low Income: -7.9% English Learners: -9.1% Foster Youth: -9.3% Students with Disabilities: -10.6% African American: -6.6% Asian: -4.7% Filipino: -3.8% Hispanic: -6.8% Two or More Races: -10.7% White: -8.7%
3.2	0% of middle school students who have dropped out of school	School Year 2022-23: 0% of middle school students drop out of school	School Year 2023-24: 0% of middle school students drop out of school		By 2027 maintain no drop out	Maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5C: Student Engagement Source: CALPADS Fall 1 Report 8.1c; CALPADS EOY Report 1.10 Completers and Dropouts, Student List					
3.3	% of students suspended once or more Priority 6A: School Climate Source: DataQuest Expulsion and Suspension Expulsion	2022-2023 Suspension Rate All Students: 5.4% Low Income = 7.3% English Learner = 4.7% Foster Youth = 9.1% Student with Disabilities = 7.8% African American = 13.6% Asian = 3.4% Filipino = 1.9% Hispanic = 4.7% 2 or More = 4.0% White = 4.6%	2023-24 Suspension Rate All Students: 5.4 % Low Income = 7.2 % English Learner = 3% Foster Youth = 13.3% Student with Disabilities = 8.4% African American = 13.1% Asian = 1.1% Filipino = 2.1% Hispanic = 4.8% 2 or More = 3% White = 5.1%		By 2026-2027 Suspension rate will be: All Students: 3.4% Low Income = 4.3% English Learner = 3.7% Foster Youth = 5.1% Student with Disabilities = 4.8% African American = 8.6% Asian = below 2.4% Filipino = below 1.0% Hispanic = below 4.7% 2 or More = below 3.0% White = below 3.6%	Maintained at 5.4% Low Income: -0.1% English Learners: -1.7% Foster Youth: +4.2% Students with Disabilities: +0.6% African American: -0.5% Asian: -2.3% Filipino: +0.2% Hispanic: +0.1% Two or More Races: -1.0% White: +0.5%
3.4	Number of students expelled	During school year 2022-23, only 1 student was expelled.	During school year 2023-24, 7 students were expelled.		By 2026-2027 no student will be expelled from any OUESD schools	(Increased from 1 expulsion to 7 expulsions)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6B: School Climate Source: DataQuest Expulsion and Suspension Expulsion					
3.5	% of students who report feeling safe and connected at school Priority 6C: School Climate Source: California Healthy Kids Survey Data	Spring of 2024 CHKS Rate of students who reported: Feeling safe at school 5th Grade = 78% 6th Grade = 46% 7th Grade = 30% 8th Grade = 31% Feeling safe to and from school 5th Grade = 83% Connected to school 5th Grade = 75% 6th Grade = 49% 7th Grade = 37% 8th Grade = 36%	Spring of 2025 CHKS Rate of students who reported: Feeling safe at school 5th Grade = 80% 6th Grade = 53% 7th Grade = 40% 8th Grade = 37% Feeling safe to and from school 5th Grade = 88% Connected to school 5th Grade = 73% 6th Grade = 53% 7th Grade = 42% 8th Grade = 36%		Spring of 2027 CHKS Rate of students who reported: Feeling safe at school 5th Grade = 88% 6th Grade = 66% 7th Grade = 50% 8th Grade = 51% Feeling safe to and from school 5th Grade = 93% Connected to school 5th Grade = 85% 6th Grade = 69% 7th Grade = 57% 8th Grade = 56%	Feeling Safe at School – Difference (2025 vs. 2024) 5th Grade: +2% (80% - 78%) 6th Grade: +7% (53% - 46%) 7th Grade: +10% (40% - 30%) 8th Grade: +6% (37% - 31%) Feeling Safe To and From School – Difference (2025 vs. 2024) 5th Grade: +5% (88% - 83%) Connected to School – Difference (2025 vs. 2024) 5th Grade: –2% (73% - 75%) 6th Grade: +4% (53% - 49%) 7th Grade: +5% (42% - 37%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						8th Grade: 0% (36% - 36%)
3.6	% of parents/guardians who report feeling confident that their child is safe and connected at school Priority 6C: School Climate Source: California Healthy Kids Survey Data	Spring of 2024 California Healthy Kids School Parent Survey 14% of OUESD parents/families completed the CSPS School is a safe place for my child: 41% Agree and 34% Strongly Agree = 75% Adults care about my child: 44% agree and 37% Strongly Agree = 81% Adults at this school have high expectations for all students: 44% Agree and 30% Strongly Agree = 74% Parents feel welcome to participate at school: 43% Agree and 34% Strongly Agree = 77%	Spring of 2025 California Healthy Kids School Parent Survey 10% of OUESD parents/families completed the CSPS School is a safe place for my child: 34% Agree and 50% Strongly Agree = 84% Adults care about my child: 48% agree and 45% Strongly Agree = 83% Adults at this school have high expectations for all students: 47% Agree and 30% Strongly Agree = 77% Parents feel welcome to		Spring of 2027 California Healthy Kids School Parent Survey 40% of OUESD parents/families completed the CSPS School is a safe place for my child: 46% Agree and 40% Strongly Agree = 86% Adults care about my child: 49% agree and 42% Strongly Agree = 91% Adults at this school have high expectations for all students: 49% Agree and 35% Strongly Agree = 84% Parents feel welcome to	Decreased by -4% of OUESD parents/families who completed the CSPS School is a safe place for my child: + 9% Adults care about my child: +2% Adults at this school have high expectations for all students: +3% Parents feel welcome to participate at school: + 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			participate at school: 45% Agree and 37% Strongly Agree = 82%		participate at school: 48% Agree and 39% Strongly Agree = 87%	
3.7	California Healthy Kids Staff Survey Report what percent of staff completed the survey. How many percent agree or strongly agree to specific survey questions Priority 6C: School Climate Source: California Healthy Kids Survey Data	Spring of 2024 California Healthy Kids Staff Survey 78.6% of OUESD staff completed the CSSS School is a safe place for staff: 50% Agree and 34% Strongly Agree = 84% School is a safe place for students: 50% Agree and 35% Strongly Agree = 85% Adults really care about every student: 47% Agree and 46% Strongly Agree = 93% Adults want every student to do their best 45% Agree and 53% Strongly Agree = 98% School is welcoming to and facilitates parents' involvement	Spring of 2025 California Healthy Kids Staff Survey 58% of OUESD staff completed the CSSS School is a safe place for staff: 50% Agree and 28% Strongly Agree = 78% School is a safe place for students: 50% Agree and 28% Strongly Agree = 78% Adults really care about every student: 45% Agree and 45% Strongly Agree = 90% Adults want every student to do their best		California School Staff Survey By Spring of 2027, we expect that: 90% of OUESD staff will complete the CSSS School is a safe place for staff: 50% Agree and 45% Strongly Agree = 95% School is a safe place for students: 50% Agree and 45% Strongly Agree = 95% Adults really care about every student 50% Agree and 48% Strongly Agree = 98% Adults want every student to do their best	Decreased by -20% of OUESD staff completed the CSSS School is a safe place for staff: -6% School is a safe place for students: -7% Adults really care about every student: -3% Adults want every student to do their best -2% School is welcoming to and facilitates parents' involvement -6% School helps students resolve

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		58% Agree and 34% Strongly Agree = 92% School helps students resolve conflicts with one another 62% Agree and 30% Strongly agree = 92% School encourages students to feel responsible for how they act 56% Agree and 31% Strongly Agree = 87%	44% Agree and 52% Strongly Agree = 96% School is welcoming to and facilitates parents' involvement 51% Agree and 35% Strongly Agree = 86% School helps students resolve conflicts with one another 57% Agree and 28% Strongly agree = 85% School encourages students to feel responsible for how they act 51% Agree and 28% Strongly Agree = 78%		40% Agree and 60% Strongly Agree = 100% School is welcoming to and facilitates parents' involvement 60% Agree and 38% Strongly Agree = 98% School helps students resolve conflicts with one another 62% Agree and 36% Strongly Agree = 98% School encourages students to feel responsible for how they act 55% Agree and 40% Strongly Agree = 95%	conflicts with one another -7% School encourages students to feel responsible for how they act -9%

Goal Analysis [2024-25]

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.

During the 2024–25 school year, Oakley Union Elementary School District implemented a series of coordinated programs and supports under Goal 3 to improve student well-being, safety, and engagement—particularly for unduplicated student groups. Several programs showed strong effectiveness, while others highlighted areas for deeper investment and refinement.

Key Successes and Implementation Highlights
Expanded Attendance Intervention System
The district strengthened its multi-tiered attendance response by using data monitoring, family outreach, and site-level campaigns to reduce chronic absenteeism.

Action 3.5 (Coordinator of Special Projects): Led targeted districtwide attendance efforts.
Action 3.13 (Office Clerks): Monitored attendance patterns and conducted direct outreach at middle schools.
Action 3.2 (Campus Supervision): Provided consistent visibility and safe arrival/dismissal.

Metric 3.1: Chronic absenteeism decreased from 25.1% to 17.9%, with double-digit reductions for Students with Disabilities (-10.6%) and Two or More Races (-10.7%).

Integrated SEL Supports and Dropout Prevention
Schools embedded SEL practices through whole-class lessons, small-group counseling, and individualized supports, particularly for students at academic or social-emotional risk.

Action 3.3 (Counselors): Delivered Tier 1 and Tier 2 SEL and re-engagement supports across all sites.
Action 3.16 (Site-Based Supplemental Funds): Enabled targeted dropout prevention efforts at school sites.

Metric 3.2: The middle school dropout rate remained at 0%.

Focused School Climate and Connection Strategies
SEL programs and student engagement structures were used to improve students' sense of belonging, especially at the elementary level.

Action 3.3 (Counselors): Provided consistent SEL instruction and social-emotional support.
Action 3.11 (SEL Program Review): Began alignment analysis to ensure tiered, culturally relevant SEL delivery.
Action 3.15 (Co-Administrators): Helped strengthen schoolwide culture and adult-student connection.

Metric 3.5: Among 5th graders, 73% reported feeling connected and 80% reported feeling safe.

School Climate Professional Development and Family Engagement

Staff received training in positive behavior practices, de-escalation, and trauma-informed approaches. Survey systems captured key feedback from families and staff.

Action 3.7 (Safe School Climate PD): Provided SEL and PBIS training to all staff.
Action 3.12 (CHKS/CSPS/CSSS Surveys): Maintained districtwide feedback systems.
Action 3.6 (School Resource Officer): Provided mid-year support at middle schools to reinforce visibility and safety.

Metrics 3.6 & 3.7: Parent agreement that schools are safe increased to 84%; staff reported strong perceptions of student care, though overall participation declined.

Key Challenges and Programmatic Needs
Behavioral Crisis Response and Tier 3 Intervention Gaps
Although Tier 2 behavior interventions were in place, the district experienced an increase in Tier 3 incidents, including suspensions and expulsions.

Action 3.4 (MTSS Social Worker): Led interventions and restorative practices, though demand outpaced capacity.
Action 3.3 (Counselors): Supported behavior systems but were stretched across multiple roles.
Action 3.6 (SRO): Provided incident response at middle schools, but began mid-year.

Metrics 3.3 & 3.4: Suspension rate remained at 5.4%; expulsions increased from 1 to 7. Foster Youth suspensions rose by 4.2%.

Middle School Climate and Student Engagement
While elementary students showed high levels of safety and connection, middle school student responses remained low.

Action 3.11 (SEL Program Review): Existing SEL tools were not fully adapted for adolescent needs.
Action 3.15 (Co-Administrators): Strengthened site leadership, but additional middle-grade supports are needed.
Action 3.3 & 3.4 (Counselors and Social Worker): Staffing limits constrained proactive supports.

Metric 3.5: Only 36–42% of 6th–8th graders reported feeling connected to school; 37–53% reported feeling safe.

Survey Participation and Data Reliability
Though overall responses indicated positive perceptions, decreased survey participation impacted data breadth.

Action 3.12 (Survey Administration): Systems were implemented, but response rates declined.

Metric 3.6: Parent participation dropped from 14% to 10%.
Metric 3.7: Staff participation fell from 78.6% to 58%.

Implementation Variances
Action 3.14 (Field Trips): Underutilized due to PTA and donation-based site funding; many sites did not draw down supplemental allocations.

Action 3.6 (SRO): Launched mid-year after community engagement process; full-year programmatic impact will be assessed in 2025–26.

Across the district, student behavior needs prompted a shift toward reactive supports, underscoring the need for earlier identification systems and expanded Tier 3 infrastructure.

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.

OUESD conducted a thorough review of the alignment between budgeted expenditures and estimated actual expenditures for all actions outlined in the LCAP Annual Update. While most actions were implemented as planned, slight variances occurred as a result of adjustments in program needs, timing of purchases, or changes in pricing.

The material differences were as follows:
Action 3.1: There was uncertainty about how to document the expenditures for actions funded outside of the general fund. It is the first time inserting actions with other funds. At Budget development it was decided to enter $0.00 and identify in the action that the expenditures were living outside of the general fund.
Action 3.2: The 2024-2025 total expenditure amount was an error, as it reflected only our LCFF total expenditures. The total budgeted expenditures in 2024-2025 for this action was actually $663,256.54, which means there is no material difference from the correct budgeted amount and the projected actual expenditures.
Action 3.6: The Student Resource Officer position was filled part way through the school year. This is a partnership with the Oakley Police Department.
Action 3.7: We offered more training for classified staff this year, including more offerings of CPI and CPR.
Action 3.14: School sites did not utilize the full allocation for field trips. Many schools have field trips funded by PTA and donations. This was to supplement those efforts.

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

Action 3.1 – School Safety Infrastructure
Aligned Metric: 3.5 – Student Safety

This action funded upgrades to school entry points, fencing, and surveillance systems.

Metric 3.5: Improved safety perception among 5th grade students (+2%) and contributed to a more secure physical environment districtwide.

Action 3.2 – Campus Supervisors and Crossing Guards
Aligned Metrics: 3.1 – Chronic Absenteeism, 3.6 – Parent Perceptions

Increased adult presence during arrival and dismissal supported safer student routines.

Metric 3.1: Safer arrival contributed to increased daily attendance.

Metric 3.6: Parents reported greater confidence in school safety (from 75% to 84%).

Action 3.3 – School Counseling and SEL Services
Aligned Metrics: 3.5, 3.6, 3.7

Action 3.3 supported SEL curriculum delivery, crisis response, and Tier 2 interventions at all sites.

Metric 3.5: Elementary students (5th grade) reported strong connectedness (73%) and improved safety (80%).

Metric 3.6: Parent perception of safety increased from 75% to 84%

Metric 3.7: Staff perception declined from 85% to 78%, reflecting increased behavioral challenges despite support systems.

Action 3.4 – Behavioral Health and MTSS Interventions
Aligned Metrics: 3.3 – Suspension Rate, 3.4 – Expulsion Rate, 3.7 – Staff Perceptions

Behavioral support systems were implemented through social work, but Tier 3 demand exceeded available services.

Metric 3.3: Suspension rate steady at 5.4%; subgroup rates rose.

Metric 3.4: Expulsions increased to 7.

Metric 3.7: Staff reported strain due to behavior-related disruptions.

Action 3.5 – Targeted Attendance Outreach
Aligned Metric: 3.1 – Chronic Absenteeism

The district's targeted attendance strategy, implemented through Action 3.5, focused on outreach to Foster Youth, English Learners, and low-income students. Personalized follow-ups and parent communication structures supported improved daily attendance.

Chronic absenteeism decreased from 25.1% to 17.9% overall.

Subgroup improvements included:

English Learners: from 25.1% to 16% (–9.1%)

Students with Disabilities: from 35.1% to 24.5% (–10.6%)

Foster Youth: from 33.3% to 24.0% (–9.3%)

Action 3.6 – School Resource Officer Program
Aligned Metrics: 3.4 – Expulsion Rate, 3.6 – Parent Perceptions

SRO deployment began mid-year. While presence increased perceived safety, the timing limited early impact.

Metric 3.4: Expulsions rose despite added support, indicating timing and system integration gaps.

Metric 3.6: Perceptions of safety increased among parents.

Action 3.7 – Professional Development in PBIS, SEL, and De-escalation
Aligned Metrics: 3.4 – Expulsion Rate, 3.6 – Parent Perceptions, 3.7 – Staff Perceptions

Training was implemented at all sites, with varying consistency.

Metric 3.4: Training impact on expulsion prevention was limited.

Metric 3.6: Parents noted improved adult responses to behavior.

Metric 3.7: Staff indicated a need for deeper follow-through and coaching.

Action 3.8 – Comprehensive Safety Plan Implementation
Aligned Metric: 3.5 – Student Safety

Plans were revised and submitted on time, and site teams were trained on emergency protocols.

Metric 3.5: Student reports of safety (especially in 5th grade) remained high at 80%.

Action 3.9 – School Site Safety Committees
Aligned Metric: 3.5 – Student Safety

Committees met to review trends and update site plans.

Metric 3.5: Supported improvements in site-specific prevention practices and safety drills.

Action 3.10 – Emergency Supplies and Preparedness
Aligned Metric: 3.5 – Student Safety

Funded restocking of site emergency kits and training for site teams.

Metric 3.5: Strengthened staff readiness contributed to student confidence in campus safety.

Action 3.11 – SEL Program Evaluation and Planning
Aligned Metrics: 3.5, 3.6, 3.7

This action launched an SEL program review to ensure developmental appropriateness and equity across grades.

Metric 3.5: Middle-grade students showed growth in safety and connectedness, but still reported lower scores than 5th grade.

Metric 3.6: Parents reported higher confidence in SEL environments (+9%)

Metric 3.7: Staff feedback informed program revisions but remained mixed amid student behavior trends.

Action 3.12 – Climate Survey Administration
Aligned Metric: 3.6 – Parent Perceptions

The California School Parent Survey (CSPS) and CSSS were administered districtwide.

Metric 3.6: Parent perception of safety increased to 84%.

Participation decreased, indicating a need to improve outreach.

Action 3.13 – Middle School Attendance Systems
Aligned Metric: 3.1 – Chronic Absenteeism

Through Action 3.13, middle school office staff used real-time tracking and personal outreach to families to address absenteeism.

Sites saw improvement in attendance accuracy and family engagement.

Aligned with the districtwide drop in chronic absenteeism to 17.9%, this action helped support strong gains at both Delta Vista and O'Hara Park.

Action 3.14 – Field Trip Funding to Support Connectedness
Aligned Metric: 3.5 – Student Connectedness

Although funds were allocated, most sites used PTA/donation funds, leading to limited use.

Metric 3.5: Some climate events and experiential learning occurred, but this action was underutilized.

Action 3.15 – Co-Administrator Support for Climate Systems
Aligned Metrics: 3.5, 3.6, 3.7

This action strengthened adult visibility and provided direct support for discipline and relationship-building.

Metric 3.5: Contributed to safer and more connected climates, especially at the elementary level

Metric 3.6: Supported increases in parent-perceived safety to 84%

Metric 3.7: Staff perceptions of safety dipped slightly, signaling a need for deeper engagement and communication

Action 3.16 – Site-Based Supplemental Programs
Aligned Metrics: 3.1, 3.3, 3.4, 3.5

Schools used these flexible funds to implement climate and engagement initiatives, after-school programs, restorative practices, and attendance incentives.

Metric 3.1: Contributed to chronic absenteeism drop to 17.9%

Metric 3.3: Suspension rate held steady at 5.4%, though suspensions rose for Foster Youth and Students with Disabilities.

Metric 3.4: Expulsions increased from 1 to 7, highlighting the need for earlier intervention systems.

Metric 3.5:

5th Grade: 80% safe, 73% connected

6th–8th Grade: 53–37% safe; 53–36% connected

Despite varied implementation levels, this action allowed schools to tailor strategies to their populations, with stronger impacts at the elementary level.

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.

Description of Effectiveness and Ineffectiveness of Actions to Date

Overall Summary:
Across Goal 3, actions collectively improved student and parent perceptions of safety and significantly reduced chronic absenteeism for both the overall student population and targeted subgroups. Actions focused on physical safety infrastructure, adult supervision, and attendance interventions demonstrated strong alignment with intended outcomes. However, actions addressing behavioral health, staff perceptions, and middle-grade climate showed mixed or limited effectiveness.

Effective Actions:

Physical Safety Infrastructure (3.1, 3.8, 3.9, 3.10): Upgrades to entry points, fencing, surveillance, and emergency preparedness maintained high 5th-grade student safety ratings (80%) and enhanced prevention practices across sites.

Adult Presence and Safety Staffing (3.2, 3.6, 3.15): Increased supervision and mid-year SRO deployment contributed to higher parent confidence in safety (75% ? 84%) and safer arrival/dismissal routines.

Attendance Improvement Strategies (3.5, 3.13, 3.16): Chronic absenteeism decreased from 25.1% to 17.9% overall, with substantial gains for English Learners (–9.1%), Students with Disabilities (–10.6%), and Foster Youth (–9.3%).

SEL and Counseling Supports (3.3, 3.11): Expanded SEL curriculum, crisis response, and Tier 2 interventions strengthened connectedness and safety in elementary grades; parent confidence in SEL environments rose 9%.

Professional Development (3.7): PBIS, SEL, and de-escalation training improved parent perceptions of adult responses to behavior.

Areas of Limited or Mixed Effectiveness:

Behavioral Health & Tier 3 Services (3.4, 3.16): Suspension rate remained at 5.4% with subgroup increases; expulsions rose from 1 to 7, indicating insufficient intensive supports.

Staff Perceptions (3.3, 3.7, 3.15): Declined from 85% to 78%, reflecting ongoing challenges in managing student behavior and climate despite added supports.

Middle Grades Safety & Connectedness (3.16): Student safety perceptions declined from 80% (5th grade) to 53–37% in grades 6–8, indicating a need for targeted climate strategies at these sites.

Underutilized Funding (3.14): Field trip funds were largely unused due to alternative site funding, limiting intended impact on connectedness.

While the district met or exceeded safety and attendance targets for several student groups, progress toward reducing suspensions and expulsions was limited. Staff and middle-grade student perceptions remain areas for focused improvement. Adjustments will prioritize expanded Tier 3 behavioral supports, targeted middle school climate strategies, and deeper coaching for staff to ensure consistent implementation of PBIS, SEL, and restorative practices.

During the 2024–25 school year, OUESD implemented a range of Tier 1 and Tier 2 programs aimed at improving student well-being, safety, and connectedness. The following summary reflects how specific actions contributed to measurable outcomes, framed by the effectiveness of the district's systems and structures rather than individual roles.

Expanded Attendance Support Systems
The district implemented a multi-tiered attendance strategy that included targeted outreach, daily monitoring, and site-based incentives. These efforts were designed to reduce chronic absenteeism and improve daily attendance rates.

Action 3.5 (Districtwide Outreach and Monitoring)
Action 3.13 (Site-Level Attendance Tracking and Family Contact)
Action 3.2 (Safe Arrival Programs through Campus Supervision)
Action 3.16 (Site-Directed Attendance Incentives and Community Engagement)

Aligned Metric:
Metric 3.1 – Chronic Absenteeism: Improved from 25.1% to 17.9% overall, with significant decreases for English Learners (-9.1%) and Students with Disabilities (-10.6%).

Dropout Prevention and Student Engagement Structures
Through the integration of SEL instruction, individualized academic support, and after-school programming, the district maintained strong middle school engagement.

Action 3.3 (Integrated SEL and Case Management)
Action 3.16 (Locally Designed Dropout Prevention Activities)

Aligned Metric:
Metric 3.2 – Middle School Dropout Rate: Maintained at 0% for a second consecutive year.

Behavioral Intervention and Discipline Support Framework
Tiered behavior supports, including SEL, de-escalation training, and crisis response systems, were implemented to reduce suspensions and improve school climate. While core structures were in place, demand outpaced available support in some areas.

Action 3.4 (MTSS-Aligned Behavioral Interventions and Family Engagement)
Action 3.3 (Behavioral Supports through Counseling Services)
Action 3.15 (On-Site Leadership Support for Supervision and Restorative Practices)

Aligned Metric:
Metric 3.3 – Suspension Rate: Remained unchanged at 5.4%; however, subgroup increases were observed among Foster Youth (+4.2%) and Students with Disabilities (+0.6%).

Crisis Response and Safety Infrastructure
Programs aimed at crisis de-escalation and school safety were launched or expanded this year, including enhanced supervision and safety officer support. Full implementation of some strategies was delayed due to timing and onboarding.

Action 3.6 (School Resource Officer Program – Mid-Year Launch)
Action 3.7 (De-escalation and School Climate Training for Staff)

Aligned Metric:
Metric 3.4 – Expulsion Rate: Increased from 1 to 7 expulsions, indicating a need to strengthen upstream supports and earlier interventions.

Positive School Climate and Student Connectedness Initiatives
A multi-pronged approach to SEL, climate-building, and safety planning helped maintain strong student perceptions at the elementary level, while highlighting continued needs at middle schools.

Action 3.3 (Counseling and SEL Support Systems)
Action 3.11 (SEL Program Evaluation and Refinement)
Action 3.15 (Expanded Site-Level Leadership and Culture-Building)
Action 3.1 & 3.8 (Infrastructure and Comprehensive Safety Planning)
Action 3.16 (Site-Based Engagement Strategies)

Aligned Metric:
Metric 3.5 – Student Safety and Connectedness:

5th Grade: 73% reported feeling connected; 80% reported feeling safe.

Middle Grades: Connectedness ranged from 36–42%; perceived safety ranged from 37–53%, indicating ongoing needs at the secondary level.

Family Engagement and Community Feedback Systems
Survey administration and climate strategies allowed OUESD to capture key data about perceptions of safety and inclusivity, though participation rates declined.

Action 3.12 (Survey Administration: CSPS, CHKS, CSSS)
Action 3.6 & 3.2 (Visible Safety Presence at Sites)
Action 3.7 (School Climate and Relationship-Focused PD)

Aligned Metrics:
Metric 3.6 – Parent Perceptions: 84% of parents reported schools are safe (+9% from previous year).
Metric 3.7 – Staff Perceptions: 78% reported student safety (down from 85%); participation decreased by 20%.

Reflections and Areas for Strengthening
The district’s systems of support—especially in attendance and elementary-level climate—yielded strong results. However, increased behavior incidents and limited Tier 3 capacity highlighted the need to deepen earlier intervention, better differentiate middle-grade supports, and expand the behavioral infrastructure beyond current staffing models. Site-based flexibility (Action 3.16) proved especially valuable in allowing schools to tailor solutions to their unique needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District-wide Security Infrastructure Updates	The district will explore a security infrastructure update plan, which includes installing surveillance cameras at all sites, access-controlled hardware, and mobile device-accessible safety monitoring. Additionally, vape detectors will be placed in restrooms at the two middle schools. Surveillance cameras will provide comprehensive coverage, access-controlled hardware will regulate entry, and mobile device monitoring will allow real-time oversight of campus activities. Our restricted facilities funds will fund this outside of the general fund.	$0.00	No
3.2	Campus Supervisors and Crossing Guards	The campus supervisor is responsible for maintaining safety and order on school grounds. They ensure a secure environment by patrolling the campus, enforcing school rules, and addressing any issues that arise during school hours. The crossing guard ensures the safety of students and pedestrians at crosswalks near the school. They manage traffic flow, assist students in crossing streets safely, and promote safe pedestrian behaviors during school arrival and dismissal times.	$861,009.00	No
3.3	Counselors and Mental Health Professionals	The district is assigning one counselor to each elementary school and two counselors to each middle school to provide mental health support and counseling. This initiative aims to streamline mental health services and enhance student socio-emotional support. LREBG Action: The District has identified through a needs assessment the urgency to address the academic, social-emotional, and behavioral	$1,747,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		impacts of the COVID-19 pandemic and the addition of site-based full time counselors at all school sites, represents a strategic investment of Learning Recovery Emergency Block Grant (LREBG) funds. This role is directly aligned with several allowable uses under EC Section 32526(c), including stabilizing staff-to-pupil ratios, increasing instructional time and learning supports, and addressing barriers to learning through integrated staff supports. Based on our local needs assessment, we have identified persistent challenges related to student re-engagement, chronic absenteeism, and academic recovery—particularly among pupil groups who are in the “Low” or “Very Low” status levels on the California School Dashboard. The counselor role will strengthen the site’s capacity to implement and monitor evidence-based interventions, coordinate learning recovery services such as small-group instruction and expanded learning programs, and provide timely follow-up on student attendance and engagement. Additionally, counselors will play a critical role in implementing trauma-informed practices, supervising mental health supports, and maintaining safe and supportive school climates. This staffing investment is research-aligned and addresses key metrics identified in our needs assessment, including ELA/math performance, chronic absenteeism, and student behavioral indicators. It also enhances the school’s capacity to deliver targeted services for students most affected by the pandemic, while improving systems for real-time monitoring and family outreach. The inclusion of counselors ensures that school leadership is equipped to provide the direct oversight, instructional leadership, and programmatic alignment necessary to sustain and accelerate learning recovery efforts over the next three years. Metric 3.1, 3.5, 3.6 Total = $845,799 for 25-26		
3.4	MTSS Social Worker	The MTSS (Multi-Tiered System of Support) Social Worker strives to lower suspension rates and disciplinary referrals by offering counseling and implementing alternative disciplinary measures such as mediation and restorative practices. They assist teachers and administrators in	$183,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		developing behavior intervention plans and ensuring consistent discipline policies and lead our African American Parent Advisory group and collaborate with our Director of Special Education on the supports necessary for our students with disabilities. Additionally, they work on aligning mental health support with socio-emotional learning. This action is focused on addressing students in our red indicators for suspension and attendance.		
3.5	Coordinator of Special Projects	The Coordinator of Special Projects focuses on coordination of student attendance initiatives across the District and supports for our low socio-economic population in addition to our foster and homeless youth. This action is focused on addressing students in our red indicators for suspension and attendance.	$308,865.00	Yes
3.6	School Resource Officer	The district is exploring the idea of having a School Resource Officer (SRO) to support both middle schools. This involves researching and discussing the benefits and challenges with the community. The district is working with OPD to define SRO roles and gather input from parents, students, and teachers.	$75,000.00	No
3.7	Series of Safe School Climate Professional Development	The district plans to provide professional development focusing on a safe school climate, covering Social-Emotional Learning (SEL), de-escalation, Positive Behavioral Interventions and Supports (PBIS), and workplace violence prevention. Staff will learn skills to promote a supportive environment, manage conflicts, encourage positive behavior, promote restorative practices, and prevent workplace violence, ensuring a secure and inclusive learning environment for all.	$13,847.00	No
3.8	District Plans and Supplies to Maintain Positive School Climate	The district is committed to developing comprehensive safety plans that encompass workplace violence prevention and injury/illness prevention to ensure a safe school environment. This effort involves collaborating to purchase the necessary supplies and resources to ensure the safety of our students and staff.	$15,431.32	No

Action #	Title	Description	Total Funds	Contributing
3.9	Cybersecurity and Digital Citizenship	The district adopted an online program to support staff and student to be responsible digital citizens. The district also adopted a system to monitor the usage of district devices, social media posting and cyber bullying. In addition, the district also have access to security tools and resources to make sure that staff and students data are protected.	$60,750.00	No
3.10	MTSS Digital Platform	The district will explore the possibility of purchasing an MTSS platform to manage student data, enabling administrators and teachers to develop effective support systems. This MTSS platform will serve as a data warehouse, allowing the district to access information for planning interventions and assessing the impact of employee decision-making.	$0.00	No
3.11	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	The district will explore the possibility of piloting or adopting additional socio-emotional programs and resources to better serve our student's unique needs. The program will help reduce behavioral issues, promote prosocial behaviors, and improve school climate. The initiative focuses on proactive behavioral strategies, social-emotional skills, and integrated academic support to enhance student well-being, academic performance, and the overall school community. In addition we are analyzing our SEL programs to ensure they are meeting the needs of our UPP students by providing a continuum of SEL services at various tiers. Our Spring of 2024 CHKS data shows: Feeling safe at school 5th Grade = 78% 6th Grade = 46% 7th Grade = 30% 8th Grade = 31% Feeling safe to and from school 5th Grade = 83% Connected to school 5th Grade = 75% 6th Grade = 49%	$3,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7th Grade = 37% 8th Grade = 36%		
3.12	California Healthy Kids Survey	OUESD administer the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey for school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five through eight. It enables the district to collect and analyze data regarding health risks and behaviors, school connectedness, school climate, protective factors, and school violence.	$1,575.00	No
3.13	Office Clerk	The Office Clerks at our two middle schools are spearheading efforts to boost attendance rates, focusing on unduplicated. Collaborating closely with site administrators and staff, they analyze attendance data, identify trends, and brainstorm innovative strategies to motivate students to attend regularly. This action is focused on addressing students in our red indicators for suspension and attendance.	$129,279.00	Yes
3.14	Student Field Trips and Educational Activities	Field trips and student activities are outings outside the classroom, where students explore museums, parks, and cultural sites. Led by educators, these experiences offer hands-on learning, fostering curiosity and social development through interactive exhibits and group activities. They enhance education by providing real-world contexts and memorable learning opportunities for students.	$0.00	No
3.15	Co- Administrators	These co-administrators will share responsibilities with principals to ensure that every student receives adequate support and oversight. Their presence will enhance the overall school environment by providing additional leadership, fostering stronger relationships between staff and students, and addressing the specific needs of unduplicated students, such as English learners, foster youth, and economically disadvantaged children.	$1,971,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	Site-based Supplemental Support	The district allocated LCFF Supplemental funds for each school site based on the unduplicated student formula to support the site's School Plan for Students Achievement goals and actions to improve student achievement and reduce suspensions and chronic absenteeism. Site administrators will work with their School Site Council (SSC), English Learners Advisory Council (ELAC), and School Leadership to develop the plan and expenditures.	$520,295.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will engage in high-quality learning experiences. Expectation: All OUESD students will have equitable learning experiences across all content areas. Key Initiatives: • Provide professional development to enhance the delivery of high-quality instructional practices. • Implement various assessments, including universal screeners, diagnostic tests, and interim assessments. • Offer learning opportunities for students through intervention and enrichment. • Address specific academic, social-emotional, and physical needs of African American, English Learners, special needs, and socio-economically disadvantaged students. • Implement a Multiple-Tiered System of Support (MTSS).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC Math Academic Indicator for Math - % of students who met or exceeded standards Priority 4A: Student Achievement Source: CAASPP Website https://caaspp-elpac.ets.org/caaspp/Default	Based on SY 2022 - 2023 SBAC Data All Students = 22.3% SwD = 6.9% SED = 13.9% EL = 6.8% LTEL = 1.4% Foster Youth = 16.7% AmInAlNat = 15.0% AfrAm = 12.4% Asian = 38.2% Fil = 47.2% His/Latx = 15.2% NatHa/PI = 6.3% White = 30.4% 2 or More = 21.6%	Based on SY 2023 - 2024 SBAC Data All Students = 24.66% SwD = 8.2% SED = 17.87% EL = 7.91% LTEL = 0.0% Foster Youth = NA (<11 students tested) AmInAlNat = 12.5% AfrAm = 14.91% Asian = 36.91% Fil = 50.88% His/Latx = 18.06% NatHa/PI = 14.28% White = 31.30% 2 or More = 30.97%		Improve overall math proficiency by year 3 All Students: At least +5% SwD: At least +10% SED: At least +8% EL: At least +10% LTEL: At least +15% Foster Youth: At least +10% AmInAlNat: At least +10% AfrAm: At least +10% Fil = maintain Asian: At least +5% His/Latx: At least +8% NatHa/PI: At least +10% White: At least +5% 2 or More: At least +5%	All Students = +2.36% SwD = +1.3% SED = +3.97% EL = +1.11% LTEL = –1.4% Foster Youth = N/A AmInAlNat = –2.5% AfrAm = +2.51% Asian = –1.29% Fil = +3.68% His/Latx = +2.86% NatHa/PI = +7.98% White = +0.9% 2 or More = +9.37%
4.2	SBAC ELA Academic Indicator for English Language Arts - % of students who met or exceeded standards	Based on SY 2022 - 2023 SBAC Data All Students = 36.7% SwD = 10.0% SED = 25.7% EL = 4.8%	Based on SY 2023 - 2024 SBAC Data All Students = 38.83% SwD = 9.98%		Improve overall ELA proficiency by year 3 All Students: At least +5%	All Students = +2.13% SwD = –0.02% SED = +3.91% EL = +3.12% LTEL = –1.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4A: Student Achievement Source: CAASPP Website https://caaspp-elpac.ets.org/caaspp/Default	LTEL = 2.9% Foster Youth = 25.0% AmInAlNat = 30.0% AfrAm = 26.6% Asian = 48.7% Fil = 67.1% His/Latx = 30.4% NatHa/PI = 21.9% 2 or More = 34.4% White = 42.9%	SED = 29.61% EL = 7.92% LTEL = 1.59% Foster Youth = NA (<11 students tested) AmInAlNat = 12.5% AfrAm = 28.41% Asian = 51.35% Fil = 66.08% His/Latx = 32.32% NatHa/PI = 28.57% White = 45.14% 2 or More = 47.78%		SwD: At least +10% SED: At least +8% EL: At least +10% LTEL: At least +15% Foster Youth: At least +10% AmInAlNat: At least +10% AfrAm: At least +10% Fil = amintain Asian: At least +5% His/Latx: At least +8% NatHa/PI: At least +10% White: At least +5% 2 or More: At least +5%	Foster Youth = N/A AmInAlNat = –17.5% AfrAm = +1.81% Asian = +2.65% Fil = –1.02% His/Latx = +1.92% NatHa/PI = +6.67% White = +2.24% 2 or More = +13.38%
4.3	CAST Scores % of students who met or exceeded standards Priority 4A: Student Achievement Source: CAASPP Website https://caaspp-elpac.ets.org/caaspp/Default	Based on SY 2022 - 2023 SBAC Data All Students = 21.1 % SwD = 6.8 % SED = 14.9 % EL = 0.8 % LTEL = 0 % AfrAm = 19.1 % Asian = 42.1 % Fil = 48.0 % His/Latx = 14.0% 2 or More = 31.0% White = 22.6%	Based on SY 2023 - 2024 SBAC Data All Students = 19.81% SwD = 6.29% SED = 14.48% EL = 2.35% LTEL = NA (<11 students tested) AfrAm = 9.18% Asian = 47.62% Fil = 43.05%		Improve overall CAST proficiency by year 3 Improve overall CAST proficiency All Students: At least +5% SwD: At least +10% SED: At least +8% EL: At least +10% LTEL: At least +15%	All Students = –1.29% SwD = –0.51% SED = –0.42% EL = +1.55% LTEL = N/A AfrAm = –9.92% Asian = +5.52% Fil = –4.95% His/Latx = –0.64% White = +2.84% 2 or More = +7.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			His/Latx = 13.36% White = 25.44% 2 or More = 38.71%		AfrAm: At least +5% Asian: At least +5% Fil: At least +5% His/Latx: At least +8% 2 or More: At least +5% White: At least +5%	
4.4	Distance from Lowest Possible Score for Standard Met for Mathematics Priority 4A: Student Achievement Source: California School Dashboard https://www.caschooldashboard.org/reports/07617620000000/2023	SY 2022 - 2023 Distance from Standard for Mathematics All Students = 75.2 points below SwD = 142.4 points below SED = 100.5 points below EL = 107.9 points below Foster Youth = 135.5 points below AmInAlNat = 93.4 points below AfrAm = 108 points below Asian = 32.7 points below Fil = 11.3 points below His/Latx = 92.8 points below NatHa/PI = 85.3 points below 2 or More = 74.1 points below	SY 2023 - 2024 Distance from Standard for Mathematics All Students = 73.7 points below SwD = 141.5 points below SED = 95.9 points below EL = 105.9 points below Foster Youth = (<11 students tested) AmInAlNat = 127.9 points below AfrAm = 106.5 points below Asian = 26.4 points below Fil = 9.8 points below		Improve overall Math proficiency by year 3 Distance from Standard for Mathematics All Students = 55.2 points below SwD = 102.4 points below SED = 70.5 points below EL = 87.9 points below Foster Youth = 65.5 points below AmInAlNat = 63.4 points below AfrAm = 78 points below Asian = 28.7 points below Fil = 8.3 points below	All Students = +1.5 SwD = +0.9 SED = +4.6 EL = +2.0 Foster Youth = N/A AmInAlNat = –34.5 AfrAm = +1.5 Asian = +6.3 Fil = +1.5 His/Latx = +2.9 NatHa/PI = –15.8 2 or More = +11.2 White = –0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White = 55.1 points below	His/Latx = 89.9 points below NatHa/PI = 101.1 points below 2 or More = 62.9 points below White = 55.5 points below		His/Latx = 62.8 points below NatHa/PI = 60.3 points below 2 or More = 60.1 points below White = 55.1 points below	
4.5	Distance from Lowest Possible Score for Standard Met for English Language Arts Priority 4A: Student Achievement Source: California School Dashboard https://www.caschooldashboard.org/reports/07617620000000/2023	SY 2022 - 2023 Distance from Standard for ELA All Students = 35.5 points below SwD = 115 points below SED = 62.6 points below EL = 69.6 points below Foster Youth = 92.8 points below AmInAlNat = 67.8 points below AfrAm = 64.6 points below Asian = 2 points below Fil = 35.7 points above His/Latx = 49.7 points below NatHa/PI = 41.5 points below 2 or More = 37.3 points below White = 21.9 points below	SY 2023 - 2024 Distance from Standard for ELA All Students = 34.2 points below SwD = 113 points below SED = 56.6 points below EL = 68.2 points below Foster Youth = (<11 students tested) AmInAlNat = 110.8 points below AfrAm = 61.2 points below Asian = 1 point above Fil = 30.6 points above His/Latx = 49 points below NatHa/PI = 53.9 points below		Improve overall ELA proficiency by year 3 Distance from Standard for ELA All Students = 25.5 points below SwD = 75 points below SED =42.6 points below EL = 54.6 points below Foster Youth = 52.8 points below AmInAlNat = 37.8 points below AfrAm = 34.6 points below Asian = 2 points below Fil = 25.7 points above His/Latx = 34.7 points below NatHa/PI = 31.5 points below	All Students = +1.5 SwD = +0.9 SED = +4.6 EL = +2.0 Foster Youth = N/A AmInAlNat = –34.5 AfrAm = +1.5 Asian = +6.3 Fil = +1.5 His/Latx = +2.9 NatHa/PI = –15.8 2 or More = +11.2 White = –0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2 or More = 28.1 points below White = 18.3 points below		2 or More = 27.3 points below White = 11.9 points below	
4.6	% of English Learner students making progress toward English language proficiency on the ELPAC Priority 4E: Student Achievement Source: https://caaspp-elpac.ets.org/elpac/	17.48 % of OUESD English Learners scored at Level 4 in the Spring 2023 ELPAC	12.12% of OUESD English Learners scored at Level 4 in the Spring 2024 ELPAC Summative (75/619).		Improve overall EL proficiency by year 3 25% of OUESD English Learners will score at Level 4 in ELPAC	Difference: -5.36%
4.7	% of English Learner students making progress toward English language proficiency on the ELPAC Priority 4E: Student Achievement Source: CA Dashboard	54% of OUESD English Learners are making progress towards proficiency in English language in the Spring 2023 ELPAC	46.7% of OUESD English Learners are making progress towards proficiency in English language in the Spring 2024 ELPAC		Improve overall ELPAC proficiency by year 3 60% of OUESD English Learners will make progress towards proficiency in English language	Difference: -7.3%
4.8	% of English Learner students reclassified as Fluent English Proficient Priority 4F: Student Achievement Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates	During the School Year 2022-23, 5.6 % of OUESD English Learner students reclassified as Fluent English Proficient	During the School Year 2023-24, 5.0% of OUESD English Learner student reclassified as Fluent English Proficient OUESD = apprx. 60/600 = 10% Fall 1 submission		Improve overall EL proficiency by year 3 8% of OUESD English Learner students will reclassified as Fluent English Proficient	Difference: -.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	% of schools offer courses in Physical Education, English, Social Science, World Language, Science, Math, Applied Arts, as applicable Priority 7A: Course Access Source: Local Data - analysis of school bell schedules/ master schedules	During the 23-24 school year 100% of OUESD schools offer courses described in Physical Education, English, Social Science, World Language, Science, Math, Applied Arts, as applicable	During the 24-25 school year 100% of OUESD schools offer courses described in Physical Education, English, Social Science, World Language, Science, Math, Applied Arts, as applicable		Improve overall course access by year 3 Maintain 100%	Difference: 0%
4.10	% of low-income, English Learner, or Foster Youth students who participate in before and after-school programs Priority 7B: Course Access Source: Local Data - after-school program attendance data	In 2023-2024, 22% of low-income, English Learner, or Foster Youth students will participate in before and after-school programs	In 2024-2025, 24% of low-income, English Learner, or Foster Youth students participated in before and after-school programs		Improve overall participation in before and afterschool programs by year 3 , 35% of low-income, English Learner, or Foster Youth students who participate in before and after-school programs	Difference: + 2%
4.11	Triennial Assessment Completion Rate Priority 7C: Course Access Source: Local Data	In 2023-2024, 89% of Triennial Completed on time	In 2024-2025, 88% of Triennial Completed on time		Improve overall completion rate by year 3 By SY 2026-2027 OUESD 100% Triennial	Difference from baseline is -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Completion on time	
4.12	Number of professional development focused on intervention strategies for Students with Disabilities Priority 7C: Course Access Source: Local Data - PD Attendance Logs	During OUESD September and November 2023 professional development days, OUESD offered 4 sessions focusing on intervention strategies for students with Disabilities.	During 2024-2025, OUESD offered 10 sessions focusing on intervention strategies for students with Disabilities.		OUESD will offer at 10 professional development sessions focusing on intervention strategies for students with Disabilities.	Difference from baseline is +6.
4.13	Star Early Literacy Source: Local Assessment Data	2023-2024 Star Early Literacy Proficiency Rate BOY (Fall) All Students = 36% African American = 32.5% Native American = 38.6% Asian = 43.3% Latinx = 29.6% White = 43.4% MOY (Winter) All Students = 44.6% African American = 38.0% Native American = 43.4% Asian = 55.8% Latinx = 39.4% White = 51.1%	2024-2025 Star Early Literacy Proficiency Rate (PR40) BOY (Fall) All Students = 43.4% African American = 41.6% Native American = 43.2% Asian = 57.1% Latinx = 38.6% White = 45% MOY (Winter) All Students = 49.1% African American = 46.8% Native American = 48.6% Asian = 61.1%		Improve overall ELA proficiency by year 3, Star Early Literacy Proficiency Rate will increase by 10% for all students and student groups.	Term 2023–24 2024–25 Difference BOY 36.0% 43.4% +7.4% MOY 44.6% 49.1% +4.5% EOY 43.4% 46.1% +2.7% Student group 2023–24 EOY (%) 2024–25 EOY (%) Difference (%) All Students 43.4 46.1 +2.7 African American 36.0 39.2 +3.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EOY (Spring) All Students = 43.4% African American = 36.0% Native American = 49.1% Asian = 52.1% Latinx = 35.5% White = 52.1%	Latinx = 41.1% White = 59.2% EOY (Spring) All Students = 46.1% African American = 39.2% Native American = 45.8% Asian = 56.5% Latinx = 39.9% White = 54.6%			Native American 49.1 45.8 - 3.3 Asian 52.1 56.5 +4.4 Latinx 35.5 39.9 +4.4 White 52.1 54.6 +2.5
4.14	Star Reading Source: Local Assessment Data	2023-2024 Star Reading Proficiency Rate (State Benchmark) BOY (Fall) All Students = 42.4% African American = 31.8% Native American = 44.7% Asian = 57.6% Latinx = 36.0% White = 50.4% English Learners = 27.3% MOY (Winter) All Students = 44.2% African American = 34.7%	2024-2025 Star Reading Proficiency Rate (State Benchmark) BOY (Fall) All Students = 43.1% African American = 34% Native American = 46.4% Asian = 58.8% Latinx = 35% White = 51.5% English Learners = 25.6% MOY (Winter)		Improve overall ELA proficiency by year 3, Star Reading Proficiency Rate will increase by 10% for all students and student groups.	Term 2023–24 2024–25 Difference BOY 42.4% 43.1% +0.7% MOY 44.2% 45.3% +1.1% EOY 43.5% 44.3% +0.8% Student group 2023–24 EOY (%) 2024–25 EOY (%) Difference (%) All Students 43.5 44.3 +0.8 African American 35.1 37.5 +2.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native American = 42.7% Asian = 56.9% Latinx = 37.5% White = 53.5% English Learners = 25.9% EOY (Spring) All Students = 43.5% African American = 35.1 % Native American = 41.9% Asian = 53.9% Latinx = 37.0% White = 53.1% English Learners = 30.8%	All Students = 45.3% African American = 38% Native American = 45.9% Asian = 61% Latinx = 37.7% White = 52.9% English Learners = 27.7% EOY (Spring) All Students = 44.3% African American = 37.5% Native American = 46.2% Asian = 58.3% Latinx = 37% White = 51.6% English Learners = 30.5%			Native American 41.9 46.2 +4.3 Asian 53.9 58.3 +4.4 Latinx 37.0 37.0 0.0 White 53.1 51.6 -1.5 English Learners 30.8 30.5 -0.3
4.15	Star Mathematics Source: Local Assessment Data	2023-2024 Star Mathematics Proficiency Rate (State Benchmark) BOY (Fall) All Students = 31.2% African American = 20.2% Native American = 31.9% Asian = 50.8%	2024-2025 Star Reading Proficiency Rate (State Benchmark) BOY (Fall) All Students = 29.8% African American = 19.7% Native American = 31.6%		Improve overall Math proficiency by year 3 Star Math Proficiency Rate will increase by 10% for all students and student groups.	Term 2023–24 2024–25 Difference BOY 42.4% 43.1% +0.7% MOY 44.2% 45.3% +1.1% EOY 43.5% 44.3% +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latinx = 24.9% White = 36.7% English Learners = 10.1% MOY (Winter) All Students = 31.0% African American = 21.4% Native American = 31.6% Asian = 48.1% Latinx = 25.3% White = 36.0% English Learners = 9.6% EOY (Spring) All Students = 24.8 % African American = 15.2% Native American = 25.3 % Asian = 43.1% Latinx = 18.7% White = 30.2% English Learners = 7.6%	Asian = 49.8% Latinx = 23% White = 34.9% English Learners = 6.1% MOY (Winter) All Students = 30.4% African American = 20.1% Native American = 31.5% Asian = 47.3% Latinx = 25% White = 35.1% English Learners = 6.3% EOY (Spring) All Students = 25.5% African American = 15.3% Native American = 26.7% Asian = 40.4% Latinx = 20% White = 30.9% English Learners = 6.3%			
4.16	Student Enrollment in Elective Courses Priority 8: Other Student Outcomes	2023-2024 Enrollment in the following elective courses: Music -362 Arts - 587	2024-2025 Enrollment in the following elective courses: Music -79		Increased the number of students enrolled in these courses by 10%	Here is a detailed breakdown of elective course enrollment changes between

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source:	Drama - 219 Band - 62 Robotics - 0 Spanish - 31 Technology - 616	Arts - 507 Drama - 20 Band - 189 Robotics - 0 Spanish - 99 Technology - 595			2023–2024 and 2024–2025. Total Enrollment: 2023–2024: 1,877 students 2024–2025: 1,489 students Difference: -388 students Percent Change: -20.67% Music: -283 students Arts: -80 students Drama: -199 students Band: +127 students Robotics: 0 students (no change) Spanish: +68 students Technology: -21 students
4.17	% English Learners who are Long Term English Learners Priority 4F: Student Achievement Source: DataQuest	S.Y. 2023 - 2024 Long Term EL= 7.4%	SY 2024-2025 Long Term EL= 10.68%		Improve overall EL proficiency by year 3 Long Term EL= Decrease by 3%	Change: +3.28%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

During the 2024–25 school year, OUESD largely implemented the planned actions under Goal 4 with fidelity, focusing on expanding academic supports, enhancing instructional quality, and improving student outcomes—particularly for English Learners (EL), Students with Disabilities (SWD), Foster Youth (FY), and socioeconomically disadvantaged (SED) students. Actions were strategically aligned to address indicators showing red performance levels and to close gaps identified in CAASPP, ELPAC, and internal assessments.

Key Implementation Successes and Aligned Metrics
Expanded Learning Opportunities (Action 4.2) were implemented successfully, with before/after-school program participation increasing from 22% to 24% (Metric 4.10), helping to improve student engagement and access to support for unduplicated pupils.

Instructional Paraprofessional Support (Action 4.3) directly contributed to measurable improvements in SBAC Math and ELA proficiency, with Math increasing by +2.36% (Metric 4.1) and ELA by +2.13% (Metric 4.2). Gains were particularly evident among SED and EL subgroups, indicating effectiveness in push-in support.

Specialized Learning Platforms for SWD (Action 4.1) supported minor growth in STAR Math (+0.7%) and ELA (+0.8%) (Metrics 4.14, 4.15), as well as a +1.5 point gain in Distance from Standard in Math (Metric 4.4).

Professional Development for SWD Support (Action 4.12) expanded from 4 to 10 sessions, meeting the Year 2 target (Metric 4.12), increasing educator capacity for inclusion and early intervention.

Online Platforms (Actions 4.4 & 4.14) such as Freckle and Goalbook were integrated district-wide. Their use aligned with steady growth in Star Early Literacy (+2.7%) and Star Reading (+0.8%) (Metrics 4.13, 4.14), supporting differentiation and practice at students' levels.

Universal Screening and Diagnostic Tools (Action 4.16) were deployed with full implementation, supporting equitable access to placement in GATE and intervention groups. This helped maintain 100% course access across sites (Metric 4.9).

Key Implementation Challenges and Aligned Metrics
EL Progress and Monitoring faced significant challenges. Despite implementing Newcomer Supports (Action 4.6) and Bilingual Paraprofessionals (Action 4.8), outcomes declined in key areas:

ELPAC Level 4 proficiency dropped from 17.48% to 12.12% (Metric 4.6)

ELPAC progress toward proficiency dropped from 54% to 46.7% (Metric 4.7)

Reclassification rate fell from 5.6% to 5.0% (Metric 4.8)
These indicators suggest limited effectiveness in Actions 4.5–4.8 and challenges in consistent monitoring via the EL Monitoring Platform (Action 4.7), which saw delayed adoption and underuse.

Long-Term English Learners (LTELs) increased from 7.4% to 10.68% (Metric 4.17), despite targeted pilot support (Action 4.5), highlighting a gap in differentiation and reclassification readiness.

CAST Science Scores declined by -1.29% overall (Metric 4.3), particularly among African American and SED students, despite the implementation of Itinerant Teacher Supports (Action 4.17). This indicates the need for stronger content integration or targeted science intervention.

Elective Course Enrollment dropped by over 20% overall (Metric 4.16), most notably in Arts and Drama, likely due to staffing and scheduling constraints, despite continued funding of Itinerant Teachers (Action 4.17) and expansion of digital electives (Action 4.14).

Substantive Differences in Implementation
Coordinator Position Not Filled (Action 4.10): The anticipated benefits of centralizing EL and intervention oversight were not fully realized, which contributed to weaknesses in EL outcomes and fidelity of reclassification processes.

Monitoring Platform Delayed (Action 4.7): While piloted at select sites, full-scale implementation was deferred due to adoption and training delays, limiting its impact on EL progress tracking and reclassification readiness.

TOSA Role Adjustments (Action 4.11): Mid-year realignment of MTSS TOSA responsibilities shifted focus toward site-based coaching and data support, which increased implementation impact in early intervention planning.

Enhanced PD Scope (Action 4.15): Based on subgroup disparities, the district expanded the PD focus to include culturally responsive instruction for African American, Pacific Islander, and SED students—responding to dashboard trends and staff feedback.

Scheduling Barriers reduced elective offerings (Action 4.17), prompting a mid-year review to consider offering interest-based electives (e.g., robotics) to increase engagement among underrepresented students.

Conclusion
While OUESD made measurable progress in SBAC ELA and Math proficiency, Early Literacy, and extended learning access, performance across EL metrics, science achievement, and elective engagement highlighted areas requiring immediate attention. The implementation of most actions was successful; however, delays in staffing (Action 4.10) and program tools (Action 4.7) limited the overall effectiveness for English Learners. Moving forward, the district will refine implementation timelines, adjust supports for LTELs and ELs, and strengthen elective access to ensure all students receive equitable and high-quality learning opportunities.

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.

OUESD conducted a thorough review of the alignment between budgeted expenditures and estimated actual expenditures for all actions outlined in the LCAP Annual Update. While most actions were implemented as planned, slight variances occurred as a result of adjustments in program needs, timing of purchases, or changes in pricing.

The material differences were as follows:
Action 4.7: We did not invest in a monitoring platform for our English Learner Program. We did pilot a program, i-Ready, to use at the middle school level as a possible tool for future monitoring.
Action 4.8: We increased our Bilingual Paraprofessional support to reflect an increase in English Learner needs a the school sites.
Action 4.10: We were not able to fill the Coordinator of Intervention and English Learner Program position this year, despite multiple efforts to recruit candidates.

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

Goal 4 focuses on ensuring that all students have access to high-quality learning experiences, with an emphasis on equitable academic achievement. While implementation has yielded modest overall gains, the effectiveness of individual actions varies significantly across student groups. This analysis outlines the effectiveness of each major action, directly tied to the corresponding metrics.

Effective Actions Supporting Positive Growth
Action 4.1 – Learning Platforms for SWD
Metric(s): 4.4, 4.5
This action supported personalized learning for students with IEPs, contributing to a +1.5 point improvement in SBAC Distance from Standard in Math (Metric 4.4) and +2.0 points in ELA (Metric 4.5) for SWD. While small, these gains reflect improved instructional access.

Action 4.2 – Expanded Learning & Intervention
Metric(s): 4.1, 4.2, 4.10
Unduplicated student participation increased from 22% to 24% (Metric 4.10). These supports correlate with growth in SBAC Math (+2.36%) and ELA (+2.13%) proficiency rates (Metrics 4.1 and 4.2), especially among SED and EL students.

Action 4.3 – Instructional Paraprofessionals
Metric(s): 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7
Paraprofessional support boosted early foundational skills, contributing to measurable gains in SBAC Math (+2.36%) and ELA (+2.13%) proficiency (Metrics 4.1, 4.2). Gains were particularly evident among socioeconomically disadvantaged (SED) and English Learner (EL) subgroups, indicating effectiveness in push-in support. This action also enhanced access to core instruction, particularly for Students with Disabilities (SWD) and ELs, and provided targeted reinforcement aligned to CAST content (Metric 4.3).

Action 4.3 – Long-Term EL Pilot (Integrated in 4.3)

Metric(s): 4.1, 4.2
This pilot was designed to raise LTEL proficiency, but results show a decline: LTEL SBAC ELA dropped to 0% (Metric 4.2), and Math decreased to 0% (Metric 4.1). The approach requires redesign to better address the needs of LTELs.

Action 4.4 & 4.14 – Adaptive Online Learning Platforms
Metric(s): 4.14, 4.15
These platforms contributed to moderate gains in Star Reading (+0.8%) and Star Math, particularly among African American and Asian students, reflecting the benefit of personalized, adaptive learning.

Action 4.12 – PD for SWD Interventions
Metric(s): 4.12
Expanded from 4 to 10 sessions, exceeding the Year 2 target. This helped increase inclusive instructional practices and built capacity among staff supporting SWD.

Action 4.13 – Student Services Clerk
Metric(s): 4.10
Improved coordination of extended learning opportunities, helping increase participation and accessibility for unduplicated students.

Partially Effective or Inconclusive Actions
Action 4.9 – SPED Paraprofessionals
Metric(s): 4.1, 4.2
While ensuring access and compliance, academic gains for SWD remain low. More direct integration of paraprofessionals into instructional delivery may be needed.

Action 4.10 – Coordinator of Intervention and EL Programs
Metric(s): 4.1, 4.2, 4.3, 4.4
This position remained unfilled during the year, directly impacting the implementation of EL interventions, CAST preparation, and SBAC-aligned instruction. EL outcomes reflected this leadership gap: ELPAC Level 4 proficiency dropped from 17.48% to 12.12% (Metric 4.6), progress toward proficiency decreased from 54% to 46.7% (Metric 4.7), and reclassification rates fell from 5.6% to 5.0% (Metric 4.8). These declines, alongside a -1.29% decrease in CAST Science scores (Metric 4.3), suggest the need for a dedicated coordinator to strengthen alignment, monitoring, and instructional support.

Action 4.11 – EL Monitoring Platform
Metric(s): 4.1, 4.2, 4.3, 4.4
Although implemented, the platform was inconsistently used across sites, limiting its potential to improve EL progress tracking and reclassification readiness. Minimal growth was seen for EL and LTEL subgroups in SBAC Math (+2.36%) and ELA (+2.13%) (Metrics 4.1, 4.2), while CAST Science scores declined by -1.29% (Metric 4.3). ELPAC data further reflected gaps in impact, with Level 4 proficiency falling and LTEL rates rising from 7.4% to 10.68% (Metric 4.17), underscoring the importance of consistent adoption and training for this tool.

Action 4.15 – Ongoing Professional Development

Metric(s): 4.1, 4.2, 4.4, 4.5
PD increased in frequency, but results were inconsistent. Some student groups improved (e.g., +3.4 for African American students in ELA), while others like LTELs and Native Hawaiian students showed little to no gain.

Action 4.17 – Itinerant Teachers for Electives
Metric(s): 4.16
Despite greater access to electives, overall enrollment dropped by 20%, particularly in Arts and Drama, due to logistical constraints.

Ineffective or Underperforming Actions
Actions 4.5–4.8 – English Learner and LTEL Supports
Metric(s): 4.6, 4.7, 4.8, 4.17
These actions failed to produce meaningful improvement:

ELPAC Level 4 dropped from 17.48% to 12.12% (Metric 4.6)

ELPAC growth toward proficiency decreased to 46.7% (Metric 4.7)

Reclassification rate declined to 5.0% (Metric 4.8)

LTEL percentage increased to 10.68% (Metric 4.17)

Contributing factors include unfilled leadership (Action 4.10) and insufficient coordination of EL services.

Action 4.16 – Universal Screeners & Goalbook
Metric(s): 4.1, 4.2, 4.4, 4.5
Though widely implemented, its impact on SWD and EL performance remains unclear. Gains in Distance from Standard were minimal for key subgroups.

Conclusion
Goal 4 actions led to incremental gains, particularly in Math and ELA for SED, African American, and Asian students. However, the overall effectiveness of LTEL and EL support structures (Actions 4.3, 4.5–4.8, 4.10, 4.11) was limited by staffing gaps and inconsistent implementation. Stronger leadership oversight—especially through a filled Coordinator of EL and Intervention Programs (Action 4.10)—will be essential to improve effectiveness and close achievement gaps in Year 3.

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.

Following a comprehensive review of Year 1 and Year 2 implementation, OUESD has made several strategic adjustments to the Goal 4 plan to better address persistent achievement gaps, implementation inconsistencies, and stakeholder feedback. These changes reflect a targeted effort to improve the effectiveness of actions supporting English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and socioeconomically disadvantaged students.

Revisions to Metrics and Target Outcomes
EL and LTEL Progress Monitoring
Due to the decline in ELPAC Level 4 outcomes (-5.36%) and an increase in LTELs (+3.28%), the district will revise Year 3 target outcomes for ELs to include interim progress benchmarks, such as:

ELPAC domain-specific growth goals

Formative assessments aligned to reclassification criteria

Within-year indicators of language acquisition progress

For Action 4.3, we will be including a long-term EL Pilot.

Note that LTEL and Homeless student groups have been added to the metrics for 4.4 and 4.5.

Science Proficiency Targets
In response to a -1.29% drop in CAST scores, science goals will expand beyond summative targets to include:

Hands-on inquiry task participation rates

Lab-based formative assessments and progress monitoring embedded into extended day programs

Key Action Modifications for 2025–26
Expansion of Professional Development (Action 4.12 & 4.15)
Based on the success of increased PD for SWD (from 4 to 10 sessions), professional learning in 2025–26 will extend to:

Culturally responsive teaching for African American, Native Hawaiian/PI, and SED students

Integrated science and literacy instruction

Reclassification-aligned instruction for ELs

Redesign of LTEL and EL Support Structures (Actions 4.5–4.8)
To counter declining performance among ELs and LTELs, these actions will be revised to:

Include structured reclassification toolkits for teachers

As well we will be adding metric 4.14 to evaluate Action 4.5.

Deploy site-based EL leads to support the EL Monitoring Platform (Action 4.7)

Increase collaboration between bilingual paras, classroom teachers, and administrators to ensure reclassification readiness

Strengthening of Science Instruction and Elective Access (Action 4.17)
To address decreased elective enrollment (-20%) and stagnant CAST scores, itinerant teacher roles will be expanded to include:

Science coaching and planning support

Reintroduction of student interest-based electives (e.g., robotics, digital arts)

Improved Monitoring and Coordination through the Child Welfare and Attendance (CWA) Role
Recognizing that chronic absenteeism and inconsistent participation in intervention/enrichment programs directly impact student achievement, OUESD will integrate the new Child Welfare and Attendance Coordinator into the implementation of Goal 4. The CWA Coordinator will:

Partner with site teams to identify attendance-related barriers to learning

Support early intervention efforts tied to academic underperformance

Collaborate with MTSS TOSAs and the Coordinator of Intervention (Action 4.10) to ensure targeted students are accessing supports consistently

Recalibration of Systemic Supports
Unfilled Coordinator Role (Action 4.10)
The inability to fill the Coordinator of Intervention and EL Programs position limited oversight of key EL supports. The district will split oversight responsibilities in 2025–26 between the CWA Coordinator, MTSS TOSAs, and site administrators until the position is filled.

Data-Driven Refinements
The district will increase use of Goalbook, Freckle, and formative assessment data (Action 4.16) to personalize interventions more effectively and adjust instruction mid-year based on progress monitoring.

Conclusion
Adjustments for 2025–26 reflect a sharpened focus on outcomes, implementation fidelity, and coordination across departments. With the integration of the Child Welfare and Attendance Coordinator into Goal 4 execution, OUESD is better positioned to address academic risk factors holistically, improve student access to learning opportunities, and accelerate progress toward closing achievement gaps across all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Learning Platforms for Students with Individualize Educational Plans (IEPs)	This action focuses on acquiring and maintaining specialized platforms and resources tailored to meet the unique learning requirements of students with Individualized Education Plans (IEPs). Understanding the importance of providing inclusive and equitable learning opportunities for all students, particularly those with diverse learning needs, this initiative aims to invest in platforms that offer personalized instructional support, accessibility features, and accommodations aligned with students' IEP goals and objectives. By purchasing these platforms, we aim to empower educators to differentiate instruction, provide targeted interventions, and facilitate meaningful learning experiences that promote students' academic, social, and emotional growth with IEPs.	$64,519.00	No
4.2	Expanded Learning Intervention/Tutorials	The district will provide before and after-school intervention/tutorials to bridge learning gaps and support students academically. This initiative reinforces classroom instruction through personalized assistance from qualified teachers and tutors, incorporating interactive sessions and targeted review activities. This will include four to five weeks of additional academic support and enrichment activities during the summer break to bridge learning gaps and prepare students for the upcoming school year.	$3,582,251.00	No
4.3	Instructional Paraprofessional Support	The district will provide push-in support through instructional paraeducators for early intervention supports (i.e. Early Literacy Support) focusing on supporting English Learners, Foster Youth, and Low Income Students as well as a long-term EL pilot.	$942,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Online Learning Platform That Allow Students to Practice at Their Own Level	The district will adopt an online learning platform that will allow students to practice Math and English Language Arts at their level. This platform continuously adapts to each student’s skills, so each student is getting the appropriate challenge, whether they’re working at, above, or below grade level. In addition, this platform will allow teachers to assign math practice, ELA practice, social studies, or science articles to students. Students should focus on assignments from their teacher before moving on to other activities. LREBG Action: In response to the significant learning disruptions caused by the COVID-19 pandemic, our district has identified critical gaps in students' foundational literacy and math skills. Diagnostic and summative assessment data reveal that a substantial percentage of students are performing below grade level expectations, particularly in early reading, number sense, and computational fluency. These gaps are most pronounced among our most vulnerable populations, including English learners, students with disabilities, and those from socioeconomically disadvantaged backgrounds. The Renaissance Freckle program offers a proven, evidence-based solution that aligns with our district’s recovery goals. Freckle’s adaptive technology personalizes practice across reading and mathematics, meeting students where they are and providing differentiated instruction tailored to each learner’s needs. The program’s robust progress-monitoring tools will enable educators to identify learning gaps quickly, adjust instruction, and measure growth over time. In addition to addressing immediate learning recovery needs, the implementation of Freckle will also support long-term academic resilience by building foundational skills, increasing student engagement, and empowering teachers with actionable insights. Investing in Freckle through the Learning Recovery Emergency Block Grant will directly support our district’s efforts to close learning gaps and accelerate student progress equitably and effectively. Metric 4.1 -4.10, 4.13-4.15 Total: $71,236.00 in 25-26	$98,813.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Additional Long Term English Learners Support	The district will pilot a program to support English Learners at both middle schools who have been in the program for more than 5 years. This program will provide specialized instructional support and resources to facilitate our long-term EL's linguistic and academic development.	$33,678.00	Yes
4.6	English Learner New Comer Program	This action is designed to establish EL classes at the middle school to support students who are newly arrived in the district and are in the process of acquiring English language proficiency. Recognizing the unique needs and challenges English learners face, particularly newcomers, this program provides specialized instructional support and resources to facilitate their linguistic and academic development. The EL Newcomer Program aims to accelerate language acquisition, promote academic success, and facilitate smooth integration into the school community through tailored curriculum, intensive language instruction, cultural orientation, and socio-emotional support.	$169,497.50	No
4.7	English Learners Program Monitoring Platform	The district will implement the use of a platform to centralize the English Learner program management. It will provide administrators and classroom teachers with targeted data and analytics to support English Learners and digital workflow tools for our EL program, including monitoring, intervention, and reporting on the academic and language success of our English Learners to identify additional supports needed in order for students to show proficiency. It will also streamline our reclassification and parent letter process to be more user-friendly and inclusive to our EL teams and families. In addition, this program will provide strategies designed to support English Learners at the elementary level. This action focuses on our EL students in red indicators.	$0.00	No
4.8	Bilingual Instructional Paraprofessional Support	Bilingual Paraeducators will help promote more inclusive and enriched learning environments. These paraeducators serve as supplemental and enhanced classroom resources, offering language development assistance and facilitating communication between students, teachers, and parents from diverse backgrounds. By bridging communication gaps, they ensure	$237,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		equitable access to educational opportunities and promote academic success among English Language Learners (ELLs). They assist in supporting students who are not meeting proficiency standards as identified by the Dashboard.		
4.9	SPED Instructional Paraprofessional Support	Special Education Paraeducators will help promote more inclusive and enriched learning environments. These paraeducators serve as essential classroom resources and provides support to students with disabilities.	$5,265,992.00	No
4.10	Coordinator of Intervention and English Learner Program	The Coordinator of Intervention and English Learner Program serves as a pivotal figure in ensuring equitable access to education and support for students with diverse learning needs. This role encompasses overseeing the implementation of intervention strategies for students facing academic challenges while also facilitating programs tailored to English Language Learners (ELLs), as they work toward meeting proficiency standards as defined by the Dashboard. By coordinating resources, professional development specifically for our LTEL students and our EL students and collaboration among teachers and support staff, the Coordinator aims to enhance academic outcomes and promote the linguistic and academic proficiency of ELL students. Additionally, the Coordinator fosters a culturally responsive and inclusive learning environment, ultimately contributing to the overall success and well-being of all students within the educational community.	$0.00	Yes
4.11	MTSS Teacher on Special Assignment	This action will focus on establishing of Teacher on Special Assignment (TOSA) positions within our school district to bolster instructional support and promote ongoing professional development opportunities for educators. Recognizing the critical role of TOSAs in providing targeted support, guidance, and expertise to teachers in various instructional areas, this initiative aims to create dedicated positions focused on areas such as curriculum development, technology integration, instructional coaching, and data analysis. By deploying TOSAs strategically across the district, we seek to leverage their specialized knowledge and skills to enhance teaching practices, improve student learning outcomes, and foster a culture of continuous improvement.	$451,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.12	Extended Day Learning Coordinator	The Extended Day Learning Coordinator will lead the development and implementation of the plan for expanded learning opportunities to enhance student engagement and academic achievement beyond the school day. The Coordinator will work collaboratively with school staff, community organizations, and stakeholders to develop and implement high-quality, research-based programs that focus on students' needs and interests, particularly those of unduplicated students.	$176,539.00	No
4.13	Clerk for Student Services	By hiring a dedicated clerk to provide essential administrative support to the expanded learning programs, the clerk will assist in organizing program logistics, maintaining records, coordinating communication with stakeholders, and assisting students and families in accessing expanded learning program services.	$71,631.00	No
4.14	Enhancing Academic Support Through Online Learning Platforms	The acquisition of licenses and platforms enables access to a wide range of educational content, interactive tools, and assessment resources that supplement classroom instruction and empower students to engage with curriculum materials in flexible and innovative ways. Additionally, these online programs facilitate differentiated instruction, allowing educators to customize learning pathways based on individual student needs, interests, and learning styles. Moreover, data analytics features within these platforms provide valuable insights into student progress, enabling educators to track performance, identify areas for improvement, and make data-informed instructional decisions.	$150,136.00	No
4.15	Ongoing Professional Development	The district will provide professional development opportunities for all staff throughout the year in order to deliver, implement, and align instruction, support, and services for students. These opportunities will cover various topics such as classroom management, teaching strategies, differentiated instruction, socio-emotional learning, technology integration, crisis prevention, school safety, de-escalation, mental health, restorative practices, etc.	$334,578.00	No

Action #	Title	Description	Total Funds	Contributing
4.16	Universal Screener, Diagnostic, and Placement Assessments	Our district employs Universal Screener, Diagnostic Testing, and Placement Testing to assess and support student learning. The Universal Screener, administered to all students, identifies their performance levels and learning needs. For those flagged by the screener, Diagnostic Testing offers a detailed analysis of strengths and areas for improvement, enabling targeted interventions. The district use placement testing to identify students that qualify for Advanced Math courses and GATE. LREBG Action: Our district has identified an urgent need for tools and strategies that empower teachers to design and implement rigorous, personalized learning plans that align with state standards and individualized education plans (IEPs). This need extends across general and special education settings, highlighting the necessity of a comprehensive solution that supports all learners equitably. The Goalbook program offers a proven, research-based framework that addresses these needs by equipping educators with tools to design high-quality, standards-based learning objectives and instructional plans for diverse learners. Goalbook's platform supports the development of personalized learning goals, aligned instructional strategies, and ongoing progress monitoring. By integrating Goalbook into our learning recovery efforts, teachers will be better equipped to provide targeted supports that meet each student's unique needs, promote engagement, and accelerate progress toward mastery of grade-level standards. Investing in the Goalbook program through the Learning Recovery Emergency Block Grant will directly support our district's mission to close learning gaps and enhance equitable access to personalized, high-quality education. This investment will strengthen our ability to provide targeted, data-driven interventions that promote learning recovery and long-term academic success for all students. Metric 4.11 and 4.12 Total in 25-26: $46,588.00	$180,026.00	No

Action #	Title	Description	Total Funds	Contributing
4.17	Itinerant Teachers	Itinerant teachers will work at seven elementary schools to provide students access to Physical Education, Arts, and Music. During these classes, classroom teachers will have their prep time.	$1,217,582.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,177,450.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.325%	0.000%	$0.00	9.325%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Parent and Community Liaisons **Need:** As a result of educational partner feedback, this goal was identified to be a need at all school sites across the district. We need to increase parent engagement, particularly among our English Learners, Foster Youth, and students from low-income families. Only 8% of English Learner Parents and 0% of	Having Parent Liaisons in schools significantly benefits families, particularly those of unduplicated students (those who are English learners, low-income, foster youth) by improving communication, connecting families to essential resources, and empowering parents with knowledge and tools. By building trust and understanding, Parent Liaisons will create a sense of belonging and confidence among parents, and enable them to engage more actively in their children's education.	2.2

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Feedback from students and parents, particularly from English learners and low-income students, highlighted the critical need for counselors to improve school connectedness. In addition, the CHKS data shows a gap of 39% in school connectness from 5th grade to 8th. Students expressed the need for better social-emotional support, consistent disciplinary actions, and a safer, more inclusive environment. Using a tiered system of support that targets our EL, foster and low income students, our counselors and mental health supports are trained and designed as site foster youth liaisons working directly with our MTSS social worker and homeless and foster youth coordinator. They also requested academic and career guidance, as well as stronger relationships with teachers and peers. Parents echoed these concerns, emphasizing the importance of effective behavior management and mental health resources. **Scope:** LEA-wide	and low-income students is a proactive measure aimed at fostering equitable access to support services. Counselors can offer tailored language and academic assistance for English learners, culturally competent interventions, and connections to resources like financial aid for low-income students. They play a crucial role in providing trauma-informed care, facilitating parent and family engagement, and guiding college and career readiness efforts. By recognizing and addressing the unique challenges faced by these students, counselors contribute to a more inclusive educational environment across the district, promoting holistic development and equitable opportunities for all students.	
3.4	**Action:** MTSS Social Worker **Need:** The Oakley Union Elementary School District (OUSD) clearly outlines a need for an MTSS (Multi-Tiered System of Supports) Social Worker to serve the unduplicated student	Why It's Essential: The social worker's role is critical in building a tiered system of support tailored to the specific barriers unduplicated students face at all school sites. This helps ensure equitable access to academic and social-emotional resources, improving student engagement, well-being, and overall achievement.	Metric 3.1,3.3,3.4,3.5,3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	population, which includes English Learners, foster youth, and low-income students. Identified Need: OUESD's data highlights that unduplicated students face disproportionate challenges, such as high rates of chronic absenteeism (with foster youth at 33.3%, low-income students at 32.5%, and English learners at 25.1%), as well as social-emotional and academic hurdles. Role of MTSS Social Worker: The MTSS Social Worker works collaboratively with counselors, foster youth liaisons, the homeless and foster youth coordinator, and site administration. This integrated approach provides targeted support to unduplicated students, including: Social-emotional learning (SEL) support and trauma-informed care Culturally competent interventions and academic guidance Assistance with chronic absenteeism through targeted initiatives Family engagement, particularly with parents of unduplicated students. **Scope:** LEA-wide		
3.5	**Action:** Coordinator of Special Projects	The Coordinator for Special Projects coordinates campaigns targeted at reducing chronic	3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Foster youth have the highest rate of chronic absenteeism at 33.3%, highlighting their particular vulnerability. Low-income students also face a high rate of 32.5%, well above the overall rate of 25.1%. English learners have a chronic absenteeism rate that matches the overall average of 25.1%. These figures underscore the need for targeted efforts to improve attendance and support the educational engagement of these student groups. **Scope:** LEA-wide	absenteeism for chronic absent unduplicated students. The Coordinator can respond to the needs of low-income students, foster youth and English learners by implementing targeted initiatives and programs designed to support their academic and socio-emotional development. For low-income students, the coordinator can collaborate with community organizations and educational services to provide access to resources such as food assistance, clothing drives, and financial aid workshops.	
3.11	**Action:** Explore Other Socio-Emotional (SEL) Learning Resources and Programs **Need:** Based on feedback from weekly mental health workshops held with parents of multilingual students, this was an identified need in addition to various advisory groups, and CHKS data, the current SEL program may not fully meet its intended objectives. Therefore, the district is exploring alternative resources that could better address the unique needs of our students, particularly English Learners, foster youth, and low-income students. **Scope:**	The new Social-Emotional Learning (SEL) program will provide crucial support for unduplicated students, including those who are low-income, English learners, or foster youth, by addressing their unique socio-emotional needs and promoting their overall well-being. The program will offer targeted interventions and resources tailored to the specific challenges faced by unduplicated students, such as trauma, academic stress, and social isolation. Through Social-Emotional Learning (SEL) curriculum, students will learn essential skills like self-awareness, self-management, social awareness, relationship building, and responsible decision-making, which are particularly beneficial for unduplicated students who may face additional barriers to success. Moreover, the program will incorporate culturally responsive practices to ensure that it is inclusive and relevant to the	3.5, 3.6 & 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	diverse backgrounds and experiences of unduplicated students. By fostering a supportive and inclusive school climate through Social-Emotional Learning (SEL) initiatives, the program will empower unduplicated students to thrive academically, socially, and emotionally, ultimately narrowing the opportunity gap and promoting equitable outcomes for all students.	
3.13	**Action:** Office Clerk **Need:** This action aims to decrease chronic absenteeism to single digits for unduplicated Low Income = 32.5%, English Learner = 25.1% , Foster Youth = 33.3% **Scope:** Schoolwide	Having an attendance clerk can significantly support the needs of unduplicated students by ensuring that they have access to consistent and uninterrupted education, which is crucial for their academic success and overall well-being. The attendance clerk can monitor attendance patterns and identify unduplicated students who may be at risk of chronic absenteeism or truancy due to various factors such as transportation issues, housing instability, or family responsibilities. By proactively reaching out to families and offering support, the attendance clerk can help address barriers to attendance and connect unduplicated students with resources such as transportation assistance, community services, or academic support programs. Additionally, the attendance clerk can collaborate with school staff, counselors, and community partners to develop targeted interventions and attendance improvement plans for unduplicated students, ensuring that they receive the necessary support to overcome attendance challenges and stay engaged in school.	3.1
3.15	**Action:** Co- Administrators **Need:** Unduplicated % by School Site:	Having a co-administrator dedicated to supporting unduplicated students can greatly enhance the educational experience and outcomes for these students. Co-administrators can provide targeted support and advocacy to ensure that the needs of	3.5, 3.6, and 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Almond Grove -29% Delta Vista - 42% Gehringer - 48% Iron House - 42% Laurel - 37% Oakley - 52% O'hara Park - 43% Summer Lake - 45% Vintage Parkway - 44% Research shows that more administrative support can have a great impact on providing services to unduplicated students, especially in the following areas: Restorative justice and bullying prevention programs Academic counseling and college preparedness resources Mental health services Intervention programs, mentors, and tutors Arts education, field trips, sports, and camps Connecting families to community resources Also based on feedback from weekly mental health workshops held with parents of multilingual students, this was an identified need in addition to various advisory groups, and CHKS data, they identified a need above and beyond a need identified in the CHKS	unduplicated students, such as those who are low-income, English learners, or foster youth, are effectively addressed within the school community. They can collaborate with teachers, counselors, and other staff members to develop and implement programs and initiatives that specifically target the challenges faced by unduplicated students, such as academic support services, socio-emotional programs, and family engagement activities.	

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
	survey. The district will place co-administrators at each school site to address the demand for increased adult supervision and connection for students, particularly unduplicated students. Connected to school 5th Grade = 75% 6th Grade = 49% 7th Grade = 37% 8th Grade = 36% Adults care about my child: 44% agree and 37% Strongly Agree = 81% Adults at this school have high expectations for all students: 44% Agree and 30% Strongly Agree = 74% Adults really care about every student: 47% Agree and 46% Strongly Agree = 93% **Scope:** LEA-wide		
3.16	**Action:** Site-based Supplemental Support **Need:** Unduplicated % by School Site: Almond Grove -29% Delta Vista - 42% Gehringer - 48% Iron House - 42% Laurel - 37% Oakley - 52%	The site-based supplements came from the LCFF Supplemental district wide funds and were allocated to all schools in order for each site support unduplicated students to help reduce suspension rates and chronic absenteeism. Sites are required to identify these expenditures in their SPSA and are to ensure that funds support unduplicated students.	3.1, 3.3, 3.4, and 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	O'hara Park - 43% Summer Lake - 45% Vintage Parkway - 44% Research shows that more administrative support can have a great impact on providing services to unduplicated students, especially in the following areas: Restorative justice and bullying prevention programs Academic counseling and college preparedness resources Mental health services Intervention programs, mentors, and tutors Arts education, field trips, sports, and camps **Scope:** LEA-wide		
4.3	**Action:** Instructional Paraprofessional Support **Need:** The district identified that English Learners, Foster Youth, and low-income students need academic support. Having paraeducators in these classes helps students get extra academic support. Based on the SY 2022-2023	The presence of paraeducators in our classes helps students with their academic needs. They support students, particularly the unduplicated students who showed the greatest needs based on district and state assessment data. Students receive individualized support as needed by having additional adult supervision in the classroom.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate All students 22.3% Socio-Economically Disadvantaged (SED) = 13.9% English Learner (EL)= 6.8% Foster Youth = 16.7% Spring Standardized Testing and Reporting (STAR) Math for English Learner (EL) = 7.6% Smarter Balance Assessment Consortium (SBAC) English Lanugage Arts (ELA) Proficiency Rate All students 36.7% Socio-Economically Disadvantaged (SED)= 25.7% English Learner (EL) = 4.8% Foster Youth = 25.0% Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8% Computer Aided Software Testing (CAST) Socio-Economically Disadvantaged (SED) = 14.9% English Learner (EL) = 0.8% **Scope:** LEA-wide		
4.10	**Action:** Coordinator of Intervention and English Learner Program	Having a coordinator who oversees the implementation of interventions district-wide targeting our EL's, FY, LI, ensures that the resources are centralized, ensuring equitable	4.1, 4.2, 4.3, 4.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The growing number of English Learners (ELs) and students falling behind in reading skills necessitate the addition of a Coordinator of Intervention and English Learner Program. By combining intervention strategies for both ELs and students struggling with reading, the coordinator ensures comprehensive support tailored not just for unduplicated students but for all students who need extra support. Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate All students 22.3% Socio-Economically Disadvantaged (SED) = 13.9% English Learner (EL) = 6.8% Foster Youth = 16.7% Spring Standardized Testing and Reporting (STAR) Math for English Learner (EL) = 7.6% Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate All Students 36.7% Socio-Economically Disadvantaged (SED) = 25.7% English Learner (EL) = 4.8% Foster Youth = 25.0% Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8% **Scope:** LEA-wide	access to support services for all students. The coordinator will work with school staff to develop an intervention plan for unduplicated students. The coordinator, in collaboration with Literacy Instructional Paraprofessionals, teachers, and site administrators, will develop the intervention calendar cycle and provide intervention resources based on students' needs. Assessment data shows that those who receive intervention are mostly our unduplicated students.	

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
4.11	**Action:** MTSS Teacher on Special Assignment **Need:** Based on our data, we have identified learning gaps of unduplicated students compared with the general student population. Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate All students 22.3% Socio-Economically Disadvantaged (SED) = 13.9% English Learner (EL) = 6.8% Foster Youth = 16.7% Spring Standardized Testing and Reporting (STAR) Math for EL = 7.6% Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate All Students 36.7% Socio-Economically Disadvantaged (SED) = 25.7% English Learner (EL) = 4.8% Foster Youth = 25.0% Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8% Computer Aided Software Testing (CAST) Socio-Economically Disadvantaged (SED) = 14.9% English Learner (EL) = 0.8% **Scope:**	Using district and state assessment data, the MTSS TOSAs and the Coordinator of Intervention will work with teachers, LSTs, and site administrators to develop intervention cycles. The MTSS TOSAs will also prepare intervention lessons that will be used during individual or small group intervention. Lessons will include strategies that support unduplicated students, who show huge gaps compared to the overall performance score.	4.1, 4.2, 4.3, 4.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** District Bilingual Receptionist **Need:** The Bilingual Receptionist position is imperative to address the diverse linguistic needs within our school community. Based on feedback from parents, many of them face language barriers that limit their ability to reach out to schools and participate in school events. We need to increase parent engagement, particularly among our English Learners. Only 8% of English Learner Parents completed the CSPS. **Scope:** Limited to Unduplicated Student Group(s)	The Bilingual Receptionist will be the point of contact, offering personalized assistance and guidance to families. The Bilingual Receptionist will help parents become more comfortable reaching out to the district, who may otherwise struggle to navigate administrative processes or effectively communicate their needs because of language barriers.	2.2, 2.4, and 2.6
4.5	**Action:** Additional Long Term English Learners Support **Need:**	This action will provide additional support and resources outside of the CORE materials for long-term ELs to become proficient in English and math. The supplemental materials are i-Ready, and various components to support this which is above and beyond our core program for LTEL's.	4.1, 4.2, 4.14 and 4.17

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The district recognizes the challenges of our long-term EL, particularly in reading and writing. It has been difficult for them to meet the passing score in the state assessments so that they can be reclassified. The longer they stay in the program, the more challenging they are to pass the state assessments. 7.4% of OUESD English Learners are considered Long Term. OUESD long-term English Learners' academic performance is very low: LTEL have a proficiency rate of 1.9% in Math and 2.9% in ELA **Scope:** Limited to Unduplicated Student Group(s)	The program will provide the right amount of scaffolded support to help English Learners build on their knowledge to achieve independence. It will offer multiple opportunities for English Learners to acquire and use language that moves toward complexity.	
4.8	**Action:** Bilingual Instructional Paraprofessional Support **Need:** English learners in every classroom continuously increases. Having additional adults to assist our teachers in the classroom will provide more time for teachers to listen and attend to the needs to their students. 5.6% of EL are being reclassified. **Scope:** Limited to Unduplicated Student Group(s)	The bilingual paraeducators will provide support to English Learners. The presence of Bilingual paraeducators in the classroom will help English Learners, particularly those who are new to the country. The presence of another adults who can translate word that they are not familiar with, can improve their academic performance as well as their confidence. Bilingual paraeducators will continuously encourage English Learners to practice using the English Language regularly in order for them to become more familiar with the language and increase their confidence in using the English language as their medium of communication.	4.7 and 4.8

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

NA

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 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	$55,524,877.00	5,177,450.00	9.325%	0.000%	9.325%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,271,333.50	$13,196,446.32	$0.00	$226,343.00	$24,694,122.82	$19,385,095.50	$5,309,027.32

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	Enhancing and Modernizing Educational Technology Devices for Staff and Students	All	No			All Schools	Ongoing	$0.00	$791,223.00	$0.00	$791,223.00	$0.00	$0.00	$791,223.00	0
1	1.2	Interactive Panels	All	No			All Schools	Ongoing	$0.00	$29,284.00	$0.00	$29,284.00	$0.00	$0.00	$29,284.00	0
1	1.3	Beginning/New Teacher Support and Assessment	All	No			All Schools	Ongoing	$304,052.00	$70,000.00	$0.00	$304,052.00	$0.00	$70,000.00	$374,052.00	0
1	1.4	Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide	All	No			All Schools	24-25 Only	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.5	Standard-aligned Instructional Materials for Core Subjects	All	No			All Schools	Yearly	$0.00	$321,934.00	$127,567.00	$194,367.00	$0.00	$0.00	$321,934.00	0
1	1.6	Maintain and Update Facilities	All	No			All Schools	On Going	$210,253.00	$2,468,633.00	$2,678,886.00	$0.00	$0.00	$0.00	$2,678,886.00	0
1	1.7	Instructional Materials for Elective Courses	All	No			All Schools	Yearly	$0.00	$54,647.00	$16,200.00	$38,447.00	$0.00	$0.00	$54,647.00	0
1	1.8	Library Program and Services	All	No			All Schools	Ongoing	$793,567.00	$60,417.00	$830,319.00	$0.00	$0.00	$23,665.00	$853,984.00	0
1	1.9	Recruitment and Retainment	All	No			All Schools	On going	$1,938.00	$34,069.00	$36,007.00	$0.00	$0.00	$0.00	$36,007.00	0
1	1.10	School Site Leads Stipends	All	No			All Schools	Yearly	$49,877.00	$0.00	$38,762.00	$0.00	$0.00	$11,115.00	$49,877.00	0
1	1.11	Nutrition Services Facility Modernization	All	No			All Schools	On going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.12	More Inclusive Menu in the Cafeteria	All	No			All Schools	On going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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	1.13	Digital Meal Application	All	No			All Schools	On going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.1	Parent and Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$194,076.00	$9,000.00	$203,076.00	$0.00	$0.00	$0.00	$203,076.00	0
2	2.2	District Bilingual Receptionist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly	$82,845.00	$0.00	$82,845.00	$0.00	$0.00	$0.00	$82,845.00	0
2	2.3	Student and Family Engagement Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$161,671.00	$8,245.00	$169,916.00	$0.00	$0.00	$0.00	$169,916.00	0
2	2.4	Workshops and Virtual Training for Parents and Guardians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$0.00	$15,600.00	$2,000.00	$0.00	$0.00	$13,600.00	$15,600.00	0
2	2.5	Parent Portal	All	No			All Schools	Yearly	$0.00	$56,984.00	$0.00	$56,984.00	$0.00	$0.00	$56,984.00	0
2	2.6	Two-way Communication Tool and District Website	All	No			All Schools	Yearly	$0.00	$36,490.00	$36,490.00	$0.00	$0.00	$0.00	$36,490.00	0
2	2.7	Parent Advisory Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$0.00	$12,808.00	$6,400.00	$0.00	$0.00	$6,408.00	$12,808.00	0
2	2.8	Translation	All	No				On going	$29,070.00	$0.00	$29,070.00	$0.00	$0.00	$0.00	$29,070.00	0
2	2.9	Family Engagement Events	All	No			All Schools	On going	$20,000.00	$10,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0
3	3.1	District-wide Security Infrastructure Updates	All	No			All Schools	Onetime: 24-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.2	Campus Supervisors and Crossing Guards	All	No			All Schools	Yearly	$861,009.00	$0.00	$861,009.00	$0.00	$0.00	$0.00	$861,009.00	0
3	3.3	Counselors and Mental Health Professionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$1,747,175.00	$0.00	$464,592.00	$1,282,583.00	$0.00	$0.00	$1,747,175.00	0

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	**3.4**	MTSS Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$162,871.00	$20,200.00	$174,498.00	$8,573.00	$0.00	$0.00	$183,071.00	0
3	**3.5**	Coordinator of Special Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$229,665.00	$79,200.00	$295,381.00	$11,484.00	$0.00	$2,000.00	$308,865.00	0
3	**3.6**	School Resource Officer	All	No			All Schools	Yearly	$75,000.00	$0.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	0
3	**3.7**	Series of Safe School Climate Professional Development	All	No			All Schools	On going	$13,847.00	$0.00	$0.00	$13,847.00	$0.00	$0.00	$13,847.00	0
3	**3.8**	District Plans and Supplies to Maintain Positive School Climate	All	No			All Schools	Through 25-26	$0.00	$15,431.32	$0.00	$15,431.32	$0.00	$0.00	$15,431.32	0
3	**3.9**	Cybersecurity and Digital Citizenship	All	No			All Schools	On going	$0.00	$60,750.00	$0.00	$60,750.00	$0.00	$0.00	$60,750.00	0
3	**3.10**	MTSS Digital Platform	All	No			All Schools	On going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.11**	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$0.00	$3,150.00	$0.00	$3,150.00	$0.00	$0.00	$3,150.00	0
3	**3.12**	California Healthy Kids Survey	All	No			All Schools	Yearly	$0.00	$1,575.00	$0.00	$1,575.00	$0.00	$0.00	$1,575.00	0
3	**3.13**	Office Clerk	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Delta Vista Middle School and O'Hara Park Middle School All Grades	Yearly	$129,279.00	$0.00	$129,279.00	$0.00	$0.00	$0.00	$129,279.00	0
3	**3.14**	Student Field Trips and Educational Activities	All	No			All Schools	Through 24-25 only	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.15**	Co- Administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$1,971,759.00	$0.00	$1,511,164.00	$460,595.00	$0.00	$0.00	$1,971,759.00	0

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	**3.16**	Site-based Supplemental Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$280,571.00	$239,724.00	$520,295.00	$0.00	$0.00	$0.00	$520,295.00	0
4	**4.1**	Learning Platforms for Students with Individualize Educational Plans (IEPs)	Students with Disabilities	No			All Schools	On going	$0.00	$64,519.00	$63,973.00	$546.00	$0.00	$0.00	$64,519.00	0
4	**4.2**	Expanded Learning Intervention/Tutorials	All	No			All Schools	On going	$3,520,451.00	$61,800.00	$0.00	$3,582,251.00	$0.00	$0.00	$3,582,251.00	0
4	**4.3**	Instructional Paraprofessional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearly	$942,035.00	$0.00	$942,035.00	$0.00	$0.00	$0.00	$942,035.00	0
4	**4.4**	Online Learning Platform That Allow Students to Practice at Their Own Level	All	No			All Schools	On going	$0.00	$98,813.00	$0.00	$98,813.00	$0.00	$0.00	$98,813.00	0
4	**4.5**	Additional Long Term English Learners Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly	$13,887.00	$19,791.00	$13,887.00	$0.00	$0.00	$19,791.00	$33,678.00	0
4	**4.6**	English Learner New Comer Program	EL Students	No				Yearly	$169,497.50	$0.00	$169,497.50	$0.00	$0.00	$0.00	$169,497.50	0
4	**4.7**	English Learners Program Monitoring Platform	English Learners English Learners	No		English Learners	All Schools	On going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.8**	Bilingual Instructional Paraprofessional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly	$237,137.00	$0.00	$237,137.00	$0.00	$0.00	$0.00	$237,137.00	0
4	**4.9**	SPED Instructional Paraprofessional Support	Students with Disabilities	No			All Schools	Yearly	$5,265,992.00	$0.00	$0.00	$5,265,992.00	$0.00	$0.00	$5,265,992.00	0
4	**4.10**	Coordinator of Intervention and English Learner Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Not filling in 25-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.11**	MTSS Teacher on Special Assignment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Yearly	$451,819.00	$0.00	$451,819.00	$0.00	$0.00	$0.00	$451,819.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	**4.12**	Extended Day Learning Coordinator	All	No			All Schools	Yearly	$176,539.00	$0.00	$0.00	$176,539.00	$0.00	$0.00	$176,539.00	0
4	**4.13**	Clerk for Student Services	All	No			All Schools	Yearly	$71,631.00	$0.00	$0.00	$71,631.00	$0.00	$0.00	$71,631.00	0
4	**4.14**	Enhancing Academic Support Through Online Learning Platforms	All	No			All Schools	On going	$0.00	$150,136.00	$142,530.00	$7,606.00	$0.00	$0.00	$150,136.00	0
4	**4.15**	Ongoing Professional Development	All	No			All Schools	On going	$0.00	$334,578.00	$20,250.00	$314,278.00	$0.00	$50.00	$334,578.00	0
4	**4.16**	Universal Screener, Diagnostic, and Placement Assessments	All	No			All Schools	On going	$0.00	$180,026.00	$6,373.00	$93,939.00	$0.00	$79,714.00	$180,026.00	0
4	**4.17**	Itinerant Teachers	All	No			All Schools	Yearly	$1,217,582.00	$0.00	$905,076.00	$312,506.00	$0.00	$0.00	$1,217,582.00	0

2025-26 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
$55,524,877.00	5,177,450.00	9.325%	0.000%	9.325%	$5,204,324.00	0.000%	9.373 %	**Total:**	$5,204,324.00
								LEA-wide Total:	$4,741,176.00
								Limited Total:	$333,869.00
								Schoolwide Total:	$129,279.00

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	**2.1**	Parent and Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,076.00	0
2	**2.2**	District Bilingual Receptionist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$82,845.00	0
2	**2.3**	Student and Family Engagement Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,916.00	0
2	**2.4**	Workshops and Virtual Training for Parents and Guardians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	0
2	**2.7**	Parent Advisory Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,400.00	0
3	**3.3**	Counselors and Mental Health Professionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$464,592.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.4**	MTSS Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,498.00	0
3	**3.5**	Coordinator of Special Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,381.00	0
3	**3.11**	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0
3	**3.13**	Office Clerk	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta Vista Middle School and O'Hara Park Middle School All Grades	$129,279.00	0
3	**3.15**	Co- Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,511,164.00	0
3	**3.16**	Site-based Supplemental Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$520,295.00	0
4	**4.3**	Instructional Paraprofessional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$942,035.00	0
4	**4.5**	Additional Long Term English Learners Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$13,887.00	0
4	**4.7**	English Learners Program Monitoring Platform			English Learners	All Schools	$0.00	0
4	**4.8**	Bilingual Instructional Paraprofessional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$237,137.00	0
4	**4.10**	Coordinator of Intervention and English Learner Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0
4	**4.11**	MTSS Teacher on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$451,819.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,621,036.00	$27,215,414.24

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**	Enhancing and Modernizing Educational Technology Devices for Staff and Students	No	$944,318.00	$1,107,825.71
1	**1.2**	Interactive Panels	No	$676,196.00	$669,880.71
1	**1.3**	Beginning/New Teacher Support and Assessment	No	$352,410.00	$407,035.20
1	**1.4**	Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide	No	$18,000.00	$19,250.00
1	**1.5**	Standard-aligned Instructional Materials for Core Subjects	No	$366,896.00	$462,100.54
1	**1.6**	Maintain and Update Facilities	No	$932,432.00	$1,319,260.98
1	**1.7**	Instructional Materials for Elective Courses	No	$132,290.00	$273,579.89
1	**1.8**	Library Program and Services	No	$1,124,119.00	$886,592.93
1	**1.9**	Recruitment and Retainment	No	$43,055.00	$36,904.90
1	**1.10**	School Site Leads Stipends	No	$73,866.00	$47,600.00
1	**1.11**	Nutrition Services Facility Modernization	No	$0.00	$698,621.79

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	**1.12**	More Inclusive Menu in the Cafeteria	No	$0.00	$136,731.02
1	**1.13**	Digital Meal Application	No	$3,027.00	$1,899.00
2	**2.1**	Parent and Community Liaisons	Yes	$224,000.00	$197,635.40
2	**2.2**	District Bilingual Receptionist	Yes	$79,130.00	$82,773.75
2	**2.3**	Student and Family Engagement Specialist	Yes	$132,000.00	$154,563.18
2	**2.4**	Workshops and Virtual Training for Parents and Guardians	Yes	$31,000.00	$18,291.06
2	**2.5**	Parent Portal	No	$35,692.00	$55,324.48
2	**2.6**	Two-way Communication Tool and District Website	No	$36,490.00	$36,490.00
2	**2.7**	Parent Advisory Groups	Yes	$8,000.00	$8,000.00
2	**2.8**	Translation	No	$16,616.00	$39,625.23
2	**2.9**	Family Engagement Events	No	$28,692.00	$10,200.00
3	**3.1**	District-wide Security Infrastructure Updates	No	$0.00	$1,869,975.11
3	**3.2**	Campus Supervisors and Crossing Guards	No	$172,797.00	$1,072,720.13

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Counselors and Mental Health Professionals	Yes	$1,892,915.00	$1,725,179.28
3	**3.4**	MTSS Social Worker	No	$181,176.00	$172,872.40
3	**3.5**	Coordinator of Special Projects	Yes	$200,800.00	$298,981.36
3	**3.6**	School Resource Officer	No	$71,308.00	$35,000.00
3	**3.7**	Series of Safe School Climate Professional Development	No	$10,000.00	$16,721.67
3	**3.8**	District Plans and Supplies to Maintain Positive School Climate	No	$225,000.00	$237,529.83
3	**3.9**	Cybersecurity and Digital Citizenship	No	$63,958.00	$61,106.82
3	**3.10**	MTSS Digital Platform	No	$0.00	$0.00
3	**3.11**	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	Yes	$17,114.00	$23,241.90
3	**3.12**	California Healthy Kids Survey	No	$2,500.00	$1,899.00
3	**3.13**	Office Clerk	Yes	$128,946.00	$130,325.62
3	**3.14**	Student Field Trips and Educational Activities	No	$59,750.00	$29,727.03
3	**3.15**	Co- Administrators	Yes	$1,977,816.00	$1,947,077.29
3	**3.16**	Site-based Supplemental Support	Yes	$467,937.00	$591,643.54

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	**4.1**	Learning Platforms for Students with Individualize Educational Plans (IEPs)	No	$83,828.00	$66,084.57
4	**4.2**	Expanded Learning Intervention/Tutorials	No	$3,381,228.00	$4,105,207.00
4	**4.3**	Instructional Paraprofessional Support	Yes	$1,025,237.00	$1,068,532.14
4	**4.4**	Online Learning Platform That Allow Students to Practice at Their Own Level	No	$98,813.00	$98,807.89
4	**4.5**	Additional Long Term English Learners Support	Yes	$19,986.00	$14,100.00
4	**4.6**	English Learner New Comer Program	No	$111,228.00	$138,297.19
4	**4.7**	English Learners Program Monitoring Platform	No	$20,908.00	$0.00
4	**4.8**	Bilingual Instructional Paraprofessional Support	Yes	$222,710.00	$367,516.30
4	**4.9**	SPED Instructional Paraprofessional Support	No	$4,471,237.00	$4,572,925.72
4	**4.10**	Coordinator of Intervention and English Learner Program	Yes	$188,521.00	$0.00
4	**4.11**	MTSS Teacher on Special Assignment	Yes	$558,195.00	$390,655.77
4	**4.12**	Extended Day Learning Coordinator	No	$183,516.00	$123,476.71
4	**4.13**	Clerk for Student Services	No	$83,722.00	$83,962.95

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	**4.14**	Enhancing Academic Support Through Online Learning Platforms	No	$264,295.00	$167,083.10
4	**4.15**	Ongoing Professional Development	No	$297,369.00	$247,812.02
4	**4.16**	Universal Screener, Diagnostic, and Placement Assessments	No	$145,368.00	$114,321.08
4	**4.17**	Itinerant Teachers	No	$734,629.00	$772,445.05

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,842,824.00	$4,961,587.00	$5,085,510.08	($123,923.08)	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)
2	2.1	Parent and Community Liaisons	Yes	$224,000.00	$197,635.40	0	0
2	2.2	District Bilingual Receptionist	Yes	$79,130.00	$82,773.75	0	0
2	2.3	Student and Family Engagement Specialist	Yes	$2,000.00	$146,961.56	0	0
2	2.4	Workshops and Virtual Training for Parents and Guardians	Yes	$1,000.00	$5,000.00	0	0
2	2.7	Parent Advisory Groups	Yes	$8,000.00	$8,000.00	0	0
3	3.3	Counselors and Mental Health Professionals	Yes	$895,092.00	$1,293,884.46	0	0
3	3.5	Coordinator of Special Projects	Yes	$198,800.00	$285,782.54	0	0
3	3.11	Explore Other Socio-Emotional (SEL) Learning Resources and Programs	Yes	$13,689.00	$0.00	0	0
3	3.13	Office Clerk	Yes	$128,946.00	$130,325.62	0	0
3	3.15	Co- Administrators	Yes	$1,497,774.00	$554,893.19	0	0
3	3.16	Site-based Supplemental Support	Yes	$467,937.00	$591,643.54	0	0
4	4.3	Instructional Paraprofessional Support	Yes	$477,002.00	$1,044,243.22	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.5**	Additional Long Term English Learners Support	Yes	$13,986.00	$7,500.00	0	0
4	**4.8**	Bilingual Instructional Paraprofessional Support	Yes	$222,710.00	$367,516.30	0	0
4	**4.10**	Coordinator of Intervention and English Learner Program	Yes	$173,326.00	$0.00	0	0
4	**4.11**	MTSS Teacher on Special Assignment	Yes	$558,195.00	$369,350.50	0	0

2024-25 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)
$52,026,290.00	$4,842,824.00	0	9.308%	$5,085,510.08	0.000%	9.775%	$0.00	0.000%

Local Control and Accountability Plan 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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.
School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.
An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action’s number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024