

## LCFF Budget Overview for Parents

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

CDS Code: 07617620000000

School Year: 2026-27

LEA contact information:

Jeff Palmquist

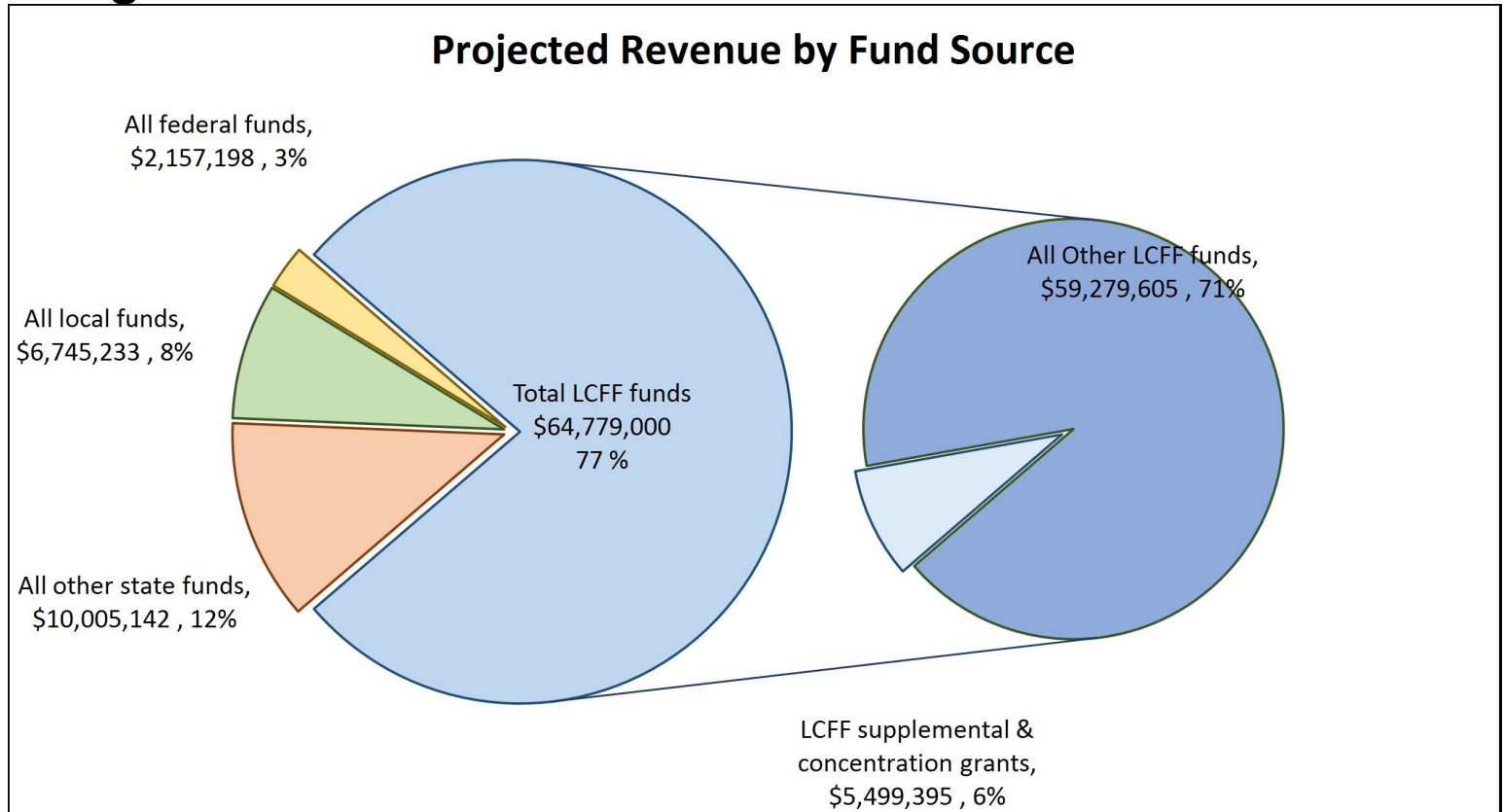
Superintendent

[jpalmquist@ouesd.k12.ca.us](mailto: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 2026-27 School Year



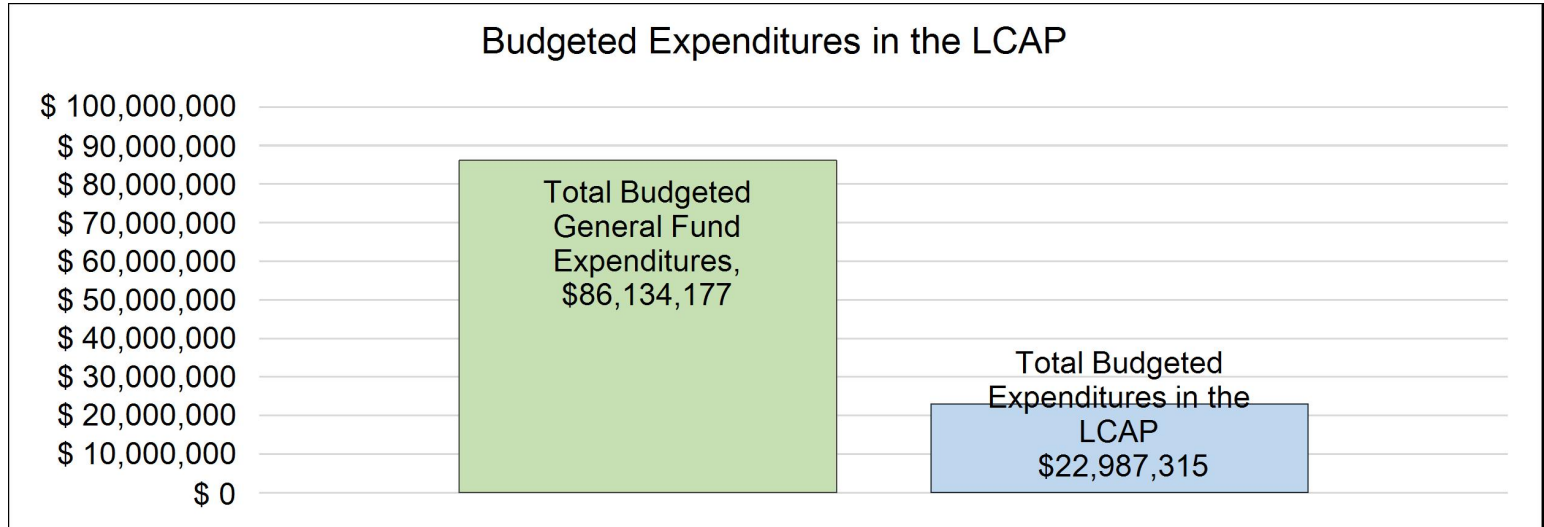
This chart shows the total general purpose revenue Oakley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakley Union Elementary School District is \$83,686,573, of which \$64,779,000 is Local Control Funding Formula (LCFF), \$10,005,142 is other state funds, \$6,745,233 is local funds, and \$2,157,198 is federal funds. Of the \$64,779,000 in LCFF 2026-27 Local Control and Accountability Plan for Oakley Union Elementary School District

Funds, \$5,499,395 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakley Union Elementary School District plans to spend \$86,134,177 for the 2026-27 school year. Of that amount, \$22,987,315 is tied to actions/services in the LCAP and \$63,146,862 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 2026-27 School Year

In 2026-27, Oakley Union Elementary School District is projecting it will receive \$5,499,395 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 \$5,728,650 towards meeting this requirement, as described in the LCAP.

The District remains committed to improving services for unduplicated pupils, including English learners, foster youth, and low-income students. Although the amount budgeted within the 2026-27 LCAP to increase or improve services is less than the projected LCFF supplemental and concentration grant revenue, the District continues to

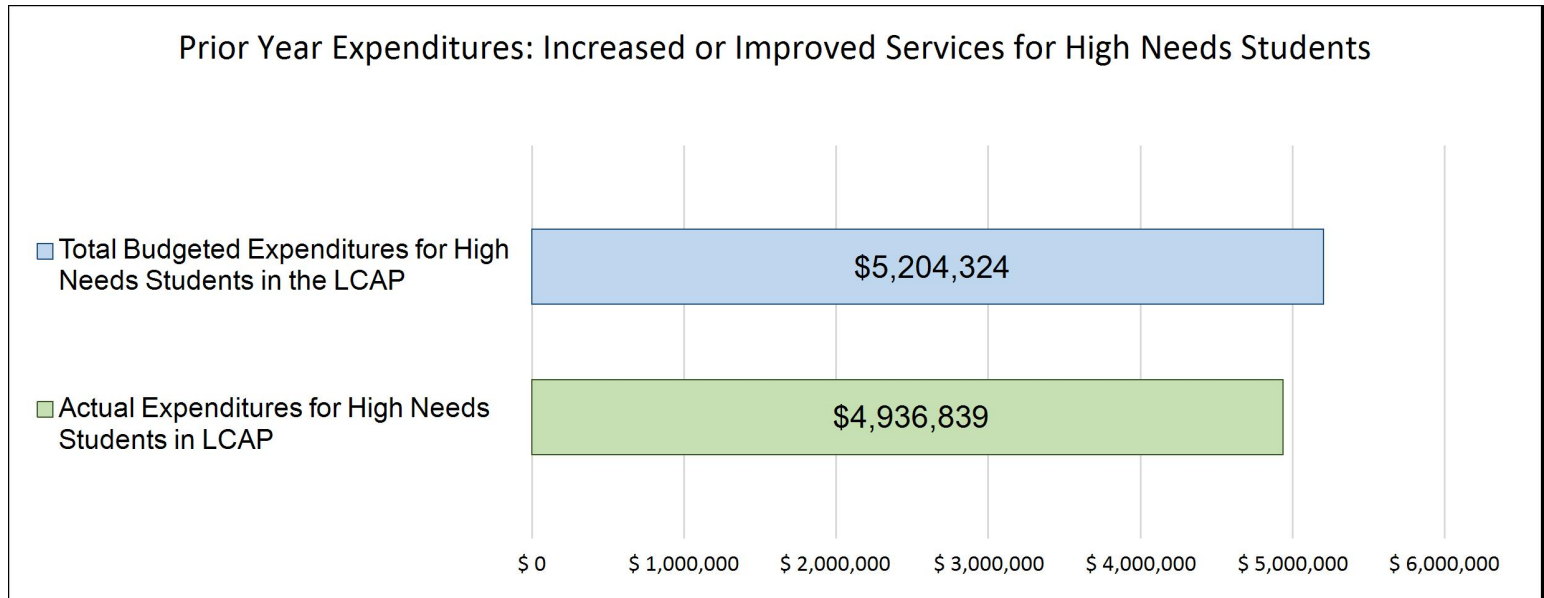
provide additional services and supports for high needs students through a combination of LCAP actions and other funding sources.

During prior years, several actions and services originally funded through LCFF concentration grant dollars were transitioned to one-time state funding sources as part of the District's efforts to address fiscal stabilization challenges while preserving direct student supports. These positions included counselors, bilingual paraprofessionals, and literacy support paraprofessionals, all of which continue to provide targeted services and interventions for unduplicated students.

The District continues to prioritize academic intervention, social-emotional supports, language acquisition support, literacy intervention, and student engagement services designed to address the unique needs of high needs students. The strategic use of one-time funding sources allowed the District to maintain these critical supports while addressing fiscal sustainability challenges and minimizing reductions to services for unduplicated pupils.

## LCFF Budget Overview for Parents

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



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.

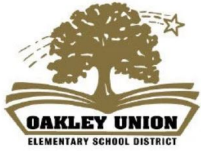
The text description of the above chart is as follows: In 2025-26, Oakley Union Elementary School District's LCAP budgeted \$5,204,324 for planned actions to increase or improve services for high needs students. Oakley Union Elementary School District actually spent \$4,936,839 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$267,485 had the following impact on Oakley Union Elementary School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 were less than the total budgeted expenditures primarily due to staffing vacancies and positions remaining unfilled throughout portions of the fiscal year. Several positions funded to support unduplicated pupils, including intervention and support staff, were difficult to fill or experienced extended vacancies, resulting in lower personnel expenditures than originally projected.

While these vacancies impacted the District's ability to fully implement some planned staffing supports at the intended level, the District continued to provide services and supports for high needs students through existing staff, adjusted assignments, and the use of alternative funding sources where possible. In addition, several positions and services originally funded through LCFF concentration grant dollars, including counselors, bilingual paraprofessionals, and literacy support paraprofessionals, continued to support unduplicated students through one-time state funding sources as part of the District's fiscal stabilization efforts.

Although staffing shortages created implementation challenges in some areas, the District maintained a focus on academic intervention, social-emotional support, literacy assistance, and language acquisition services for English learners, foster youth, and low-income students throughout the 2025-26 school year.



## 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<br>Superintendent | jpalmquist@ouesd.k12.ca.us<br>925-625-0700 |

## Plan Summary [2026-27]

### General Information

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

Located in the heart of the fast-growing city of Oakley, California, the Oakley Union Elementary School District (OUESD) continues to serve as a hub of educational opportunity for students and families in far-east Contra Costa County. Once known primarily as a quiet Delta farming community, Oakley has evolved into a rapidly expanding and diverse suburban city characterized by growing neighborhoods, expanding commercial development, and an increasingly multicultural population. As the community continues to grow and change, OUESD remains committed to meeting the evolving academic, social-emotional, and developmental needs of every student it serves.

OUESD serves approximately 5,100 students across seven elementary schools and two middle schools. Almond Grove, Gehringer, Iron House, Laurel, Oakley, Summer Lake, and Vintage Parkway Elementary Schools provide educational services for students in transitional kindergarten through fifth grade. Oakley Elementary School also continues to support specialized programs serving students with exceptional needs and preschool-age students. Students in grades six through eight attend either Delta Vista Middle School or O'Hara Park Middle School, both of which provide comprehensive academic, intervention, extracurricular, and social-emotional supports designed to prepare students for success in high school and beyond. Many students continue their educational journey at Freedom High School within the Liberty Union High School District.

OUESD continues to reflect the diversity of the Oakley community. Approximately 115 languages are spoken in students' homes, with more than 40 languages represented districtwide. English Learners comprise approximately 12–13% of the district's enrollment, reflecting the rich linguistic and cultural diversity of the community. Based on CALPADS reporting for the 2025–26 school year, the district's student population

remains diverse across racial and ethnic groups, including Hispanic/Latino, White, African American, Filipino, Asian, Native Hawaiian/Pacific Islander, Native American, and students identifying with two or more races.

The district also serves a significant number of students requiring additional academic, behavioral, and social-emotional supports. Approximately 43% of students qualify for free or reduced-price meals through the National School Lunch Program, approximately 16% of students receive Special Education services, and the district continues supporting English Learners, Foster Youth, students experiencing housing instability, and students requiring intervention and wellness supports. OUESD staff remain deeply committed to serving the whole child through rigorous academic programs, counseling and wellness supports, inclusive instructional practices, expanded family engagement systems, and Multi-Tiered Systems of Support (MTSS).

OUESD continues prioritizing equitable access to instructional materials, educational technology, intervention systems, and standards-aligned instruction. During the 2025–26 school year, the district continued implementation of foundational literacy systems through UFLI Foundations in grades K–2, expanded professional learning opportunities for staff, strengthened family engagement advisory structures, and continued implementation of attendance, counseling, and restorative practice supports designed to improve student connectedness and school climate outcomes.

The district also continues refining systems designed to address persistent achievement and opportunity gaps identified through California Dashboard indicators, local assessment data, attendance trends, suspension data, and educational partner feedback. Current district priorities include improving outcomes in Mathematics and English Language Arts, strengthening English Learner and Long-Term English Learner supports, reducing chronic absenteeism and suspension disproportionality, increasing student connectedness, and strengthening implementation of standards-aligned curriculum and intervention systems.

In alignment with its mission statement, OUESD remains proud to be “a diverse learning community committed to educating and empowering today’s learners and tomorrow’s leaders.” The district continues promoting transformational learning through its unwavering commitment to excellence, equity, inclusion, and continuous improvement.

As part of this commitment, OUESD intentionally aligns its Local Control and Accountability Plan (LCAP) goals with Differentiated Assistance and Technical Assistance efforts in partnership with the Contra Costa County Office of Education (CCCOE), the California Collaborative for Educational Excellence (CCEE), and the California Department of Education (CDE). These efforts are further integrated with the district’s Comprehensive Improvement and Monitoring (CIM) plan to support a cohesive, system-wide approach to instructional improvement, accountability, implementation science, and student success.

Note: As a TK–8 elementary school district, the following LCAP Priorities do not apply: Priority 4B, 4C, and 4D regarding completion of UC/CSU entrance requirements, Career Technical Education pathways, and college/career readiness indicators; Priority 4G regarding Advanced Placement examination participation and scores; Priority 4H regarding participation in the Early Assessment Program; Priority 5D regarding high school dropout rate; and Priority 5E regarding 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.

Located in the heart of a rapidly evolving Delta community, Oakley and the Oakley Union Elementary School District continue to reflect the spirit of a bustling hamlet where tradition and progress move side by side. Beneath the rhythm of expanding neighborhoods, crowded school corridors, Friday night celebrations, and the daily hopes carried by thousands of children, the work of public education remains both deeply human and profoundly consequential.

This year's reflection on annual performance is not simply a review of metrics and indicators, but a story of persistence, unfinished work, and collective responsibility. Through the continued use of the district's focused improvement systems and aligned supports, OUESD remains committed to examining both achievement and opportunity with honesty and clarity. The data reveal encouraging signs of growth, persistent disparities that demand urgency, and promising practices that continue to shape a more responsive, inclusive, and equitable future for every student we serve.

## English Language Arts (ELA)

Districtwide ELA performance demonstrated mixed results during the 2025–26 review cycle. While local benchmark assessments, foundational literacy implementation data, and classroom instructional reviews reflected improvements in instructional consistency and early literacy systems, CAASPP ELA proficiency declined slightly overall from 38.83% in 2023–24 to 35.95% in 2024–25.

The district's continued implementation of foundational literacy supports, expanded intervention systems, and curriculum alignment contributed to stronger instructional coherence across primary grade classrooms. OUESD expanded implementation of UFLI Foundations in grades K–2 and formally adopted the program in April 2026 to strengthen early literacy instruction and foundational reading development aligned to the Science of Reading.

Local assessment data demonstrated promising growth in several student groups, particularly through Star Reading and early literacy measures, including notable gains for English Learners in benchmark reading performance. However, achievement gaps continue to persist for English Learners, Students with Disabilities, African American students, White students, Filipino students, and Long-Term English Learners (LTELs). LTEL performance and reclassification trends continue to indicate a need for stronger language development systems and more targeted intervention supports.

Classroom walkthrough data, benchmark assessments, and educational partner feedback indicated the continued need for differentiated literacy instruction, intervention support, instructional accessibility, and culturally responsive instructional practices because students demonstrate stronger literacy growth when instruction is explicitly scaffolded and aligned to identified learning needs.

## Key Actions:

Continue implementation of UFLI Foundations and strengthen foundational literacy systems in grades K–2.

Refine ELA pacing guides, Focus Guides, and Year-at-a-Glance instructional supports.

Expand differentiated instruction, small-group literacy intervention, and targeted reading supports.

Increase professional development focused on evidence-based literacy instruction, language development, and culturally responsive practices.

Continue expanding access to literacy-rich classroom libraries and supplemental instructional materials.

Strengthen integrated and designated ELD supports connected to literacy instruction and reclassification readiness.

### Mathematics

Mathematics performance remained an area of continued focus during the 2025–26 school year. CAASPP Mathematics proficiency remained relatively stable overall, increasing slightly from the baseline from 22.3% to 24.32%; however, significant achievement gaps remain across multiple student groups.

Local assessment data and classroom implementation reviews demonstrated the continued need for stronger alignment to the 2023 California Mathematics Framework, increased conceptual understanding, stronger mathematical discourse, and improved instructional consistency across grade levels.

As a result of these reflections, OUESD continued the mathematics instructional materials adoption process, including committee review, pilot implementation, and evaluation of state-approved instructional materials. Data reviews highlighted persistent performance gaps for Students with Disabilities, English Learners, African American students, and socioeconomically disadvantaged students. Although some student groups demonstrated incremental growth, subgroup distance-from-standard indicators and local benchmark data indicate that many students continue to require additional intervention and differentiated support.

### Key Actions:

Continue the mathematics curriculum adoption and implementation process aligned to the California Mathematics Framework.

Expand targeted math intervention and small-group instructional supports.

Increase professional learning focused on conceptual mathematics instruction, student discourse, and engagement strategies.

Utilize domain-level assessment analysis to strengthen instructional planning and intervention responsiveness.

Provide teachers with additional standards-aligned instructional resources and pacing supports.

### Science Achievement

CAST Science results demonstrated mixed outcomes during the 2025–26 review cycle. Overall CAST proficiency improved slightly from the baseline; however, several student groups experienced declines, particularly African American students, Asian students, and students identified in the Two or More category.

These outcomes highlighted the need for stronger vertical alignment in science instruction, expanded inquiry-based learning opportunities, and increased integration of literacy and language supports within science instruction.

### Key Actions:

Increase support for standards-aligned science instruction and inquiry-based learning.

Expand professional learning connected to NGSS instructional practices.

Strengthen integration of literacy, language development, and science instruction.

Continue reviewing instructional resources and pacing alignment across grade levels.  
Student Engagement, School Climate, and Wellness

Attendance, connectedness, and school climate data reflected both meaningful progress and ongoing areas of concern. Chronic absenteeism remained significantly improved compared to the 2022–23 baseline, decreasing from 25.1% to 19.8%; however, rates increased slightly compared to the previous year and remained disproportionately high for Foster Youth, Students with Disabilities, low-income students, and African American students.

California Healthy Kids Survey (CHKS) data demonstrated meaningful improvements in student perceptions of safety and connectedness, particularly among middle school students. For example, 7th grade students reporting feeling safe at school increased from 30% in Spring 2024 to 53% in Spring 2026. Student connectedness also improved across middle school grade spans.

At the same time, suspension disproportionality remains a significant concern. Foster Youth, African American students, and Students with Disabilities continued to experience disproportionately high suspension rates, indicating the continued need for expanded behavioral interventions, restorative practices, and Tier 3 supports.

#### Key Actions:

Expand Tier 3 behavioral and mental health supports.

Increase restorative practice implementation and trauma-informed supports.

Strengthen attendance intervention systems and individualized attendance supports.

Expand middle school relationship-building and student leadership opportunities.

Continue SEL implementation and counseling supports districtwide.

#### Identified Demographic Disparities

##### African American Students

African American students continue to experience disparities in academic achievement, attendance, suspension outcomes, and school connectedness indicators. The district will continue collaborating with the African American Parent Advisory Council and strengthening restorative practices, relationship-centered supports, and culturally responsive instructional practices because increased student connectedness and culturally affirming environments contribute to improved engagement and academic outcomes.

##### English Learners

English Learners demonstrated modest academic growth in several local measures; however, ELPAC progress indicators, reclassification rates, and LTEL trends indicate the continued need for expanded integrated and designated English Language Development (ELD) supports. The district will continue refining instructional scaffolds, multilingual family engagement opportunities, and language development strategies because consistent language support and family engagement strengthen access to grade-level instruction and literacy development.

##### Students with Disabilities

Students with Disabilities continue to demonstrate lower academic performance and higher rates of chronic absenteeism and suspension. OUESD will continue prioritizing inclusive instructional practices, intervention supports, assistive technology, and collaborative service models because increased access to differentiated instruction and intervention systems improves participation and academic progress.

#### Socioeconomically Disadvantaged Students

Although modest growth trends were observed, socioeconomically disadvantaged students continue to experience achievement gaps, attendance challenges, and lower performance across multiple indicators. The district will continue implementing trauma-informed practices, intervention supports, and expanded access to instructional resources because reducing barriers to attendance and engagement increases opportunities for academic success.

#### Promising Practices

##### Foundational Literacy Implementation

The district's expansion of UFLI Foundations and early literacy intervention systems strengthened instructional consistency in primary grades. Early implementation feedback, local assessment reviews, and instructional walkthrough data indicate improved alignment in foundational reading instruction and increased teacher confidence in literacy intervention delivery.

##### Family Engagement and Educational Partner Voice

OUESD expanded advisory opportunities through the implementation of the District SPED Parent Advisory Council, District DELAC, District African American Parent Advisory Council, and expanded LCAP Parent Advisory structures. The district also significantly increased family engagement workshops and maintained 100% translation access for district-sponsored events.

##### Technology Access and Instructional Supports

Continued implementation of the district's instructional technology replacement cycle ensured students maintained access to instructional devices and digital learning resources. Touchscreen Chromebook implementation for younger students supported accessibility and engagement in foundational learning activities.

##### Professional Learning and Instructional Alignment

Teacher collaboration, pacing guide refinement, curriculum support documents, and expanded professional development improved consistency in standards implementation across classrooms. Ongoing professional learning contributed to stronger alignment between instructional practices and California State Standards.

##### Equity-Focused Interventions for 2026–27

##### Culturally Responsive Instruction and Inclusive Practices

OUESD will continue expanding culturally responsive instructional strategies, differentiated supports, restorative practices, and inclusive classroom systems because instructional accessibility and representation increase student engagement, participation, and connectedness.

##### Standards-Aligned Curriculum and Professional Learning

The district will continue refining pacing guides, instructional frameworks, and curriculum implementation supports because consistent standards-aligned instruction improves instructional coherence across classrooms and grade levels.

#### Expanded Behavioral and Attendance Supports

OUESD will continue strengthening attendance intervention systems, MTSS coordination, counseling supports, and Tier 3 behavioral interventions because proactive intervention systems improve attendance, reduce disciplinary incidents, and increase student access to instruction.

#### Facility and Learning Environment Improvements

OUESD will continue prioritizing facility repairs, maintenance scheduling, and modernization projects because safe, functional, and well-maintained learning environments support student engagement and staff effectiveness.

#### Teacher Support and Retention

The district will continue strengthening onboarding, mentoring, and collaboration supports for beginning and newly hired teachers because sustained professional support improves instructional consistency, retention, and staff effectiveness.

#### Learning Recovery Emergency Block Grant

OUESD will continue implementing Learning Recovery Emergency Block Grant (LREBG) funded actions focused on academic recovery, student engagement, attendance intervention, and social-emotional supports. Remaining LREBG funds will continue supporting intervention services, counseling supports, instructional recovery efforts, and targeted student assistance aligned to identified student needs.

OUESD will have approximately \$308,616.16 of unexpended LREBG funds for the period ending June 30, 2026. LREBG funded action may be found in Goal 3: Action 3.

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) continues to be eligible for Differentiated Assistance due to California Dashboard indicators in student achievement, including Mathematics and English Language Arts, and suspension rates for Students with Disabilities. Through Differentiated Assistance, OUESD has continued partnering with the Contra Costa County Office of Education (CCCOE), the California Collaborative for Educational Excellence (CCEE), and the California Department of Education (CDE) to strengthen district systems, improve implementation coherence, and refine supports for student groups experiencing persistent disparities.

In response to Differentiated Assistance, OUESD has aligned several LCAP actions directly to the district's improvement work. These include:

### Goal 3, Action 3.3 – Counselors and Mental Health Professionals

This action aligns to Differentiated Assistance by supporting student wellness, school connectedness, and early intervention for students experiencing academic, behavioral, and attendance challenges.

### Goal 3, Action 3.4 – MTSS SEL Lead

This action directly supports the district's DA focus on reducing suspensions and strengthening MTSS implementation. The MTSS SEL Lead supports CARE/COST team alignment, restorative practices, behavioral intervention systems, and monitoring of Foster Youth, Homeless students, and other high-need student groups.

#### Goal 3, Action 3.5 – Child Welfare and Attendance

This action aligns to the DA focus on reducing chronic absenteeism. The CWA system supports monthly attendance data review, School Status Attend monitoring, family outreach, truancy notifications, and site-level intervention planning.

#### Goal 3, Action 3.7 – Safe School Climate Professional Development

This action supports the DA focus on reducing suspensions through professional learning in restorative practices, trauma-informed supports, PBIS, de-escalation, and school climate systems.

#### Goal 3, Action 3.16 – Site-Based Supplemental Support

This action supports DA-aligned site implementation because schools use site-based supplemental funds to address chronic absenteeism, suspensions, student engagement, and school climate needs through SPSA-aligned strategies.

#### Goal 4, Action 4.4 – Adaptive Online Learning Platforms

This action aligns to the academic achievement component of DA by providing differentiated ELA and Mathematics practice and intervention supports through online instructional platforms.

#### Goal 4, Action 4.11 – MTSS Teacher on Special Assignment Supports

This action supports DA-aligned academic improvement through coaching, data analysis, UFLI implementation, math adoption support, small-group differentiated instruction, and standards-aligned instructional support.

#### Goal 4, Action 4.16 – Universal Screeners and Reading Diagnostics

This action supports DA-aligned data routines because OUESD uses STAR, Multitudes, and Reading Foundations Diagnostic Assessment data to identify student needs, monitor progress, and adjust academic interventions.

Through CCCOE support, OUESD has used implementation science tools, driver diagrams, MOCHA role clarity, data routines, and data review protocols to strengthen districtwide systems. The district's DA work has focused on two primary improvement areas: reducing chronic absenteeism and reducing suspensions. This work includes districtwide implementation of CARE/COST teams, monthly attendance and suspension data reviews with principals and assistant principals, monitoring through School Status Attend and PowerSchool reports, and continued development of an electronic student referral and intervention process.

The district's DA-aligned work also supports stronger data-informed decision-making. OUESD reviews Dashboard indicators, CAASPP data, ELPAC outcomes, chronic absenteeism data, suspension data, California Healthy Kids Survey results, and local implementation data to identify patterns and adjust supports. During 2025–26, the district monitored year-to-date improvements in chronic absenteeism and suspension data, including reductions compared to prior Dashboard outcomes for several student groups. These data routines are being used to determine whether changes are leading to improved student outcomes.

This collaborative improvement process contributed to several areas of progress during the 2025–26 school year, including increased alignment of CARE/COST teams, improved attendance monitoring systems, expanded use of data routines, reductions in year-to-date

suspension rates compared to prior Dashboard rates, improved student safety and connectedness results, and full implementation of UFLI Foundations in grades K–2.

At the same time, Dashboard and local data continue to identify persistent areas of need, particularly suspension disproportionality for Students with Disabilities, Foster Youth, and African American students; chronic absenteeism among multiple student groups; English Learner progress and Long-Term English Learner outcomes; middle school connectedness; and achievement gaps in Mathematics and English Language Arts.

Moving forward, OUESD will continue aligning LCAP actions, Differentiated Assistance, Technical Assistance, and Comprehensive Improvement and Monitoring efforts into one coherent improvement system. The district will continue refining attendance intervention systems, CARE/COST team implementation, restorative and behavioral supports, English Learner services, MTSS systems, instructional alignment, and family engagement because sustained, coordinated implementation is necessary to improve student outcomes and reduce disparities for unduplicated student groups.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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

### ***Support for Identified Schools***

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

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

### ***Monitoring and Evaluating Effectiveness***

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

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

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)                                                                                                    | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal                                                                                                                 | <p>Principals were engaged throughout the 2025–26 school year through weekly principal meetings, monthly principal/assistant principal meetings, and ongoing data review sessions. From August through May, principals reviewed student performance data, attendance trends, suspension data, California Healthy Kids Survey results, local assessment results, and implementation progress connected to current LCAP actions.</p> <p>In February and March 2026, principals reviewed district and site-level data with staff and gathered feedback regarding current LCAP actions, student needs, and possible adjustments for the 2026–27 LCAP. Principals also worked with School Site Councils during the school year to review and align School Plans for Student Achievement (SPSAs) with district LCAP goals.</p> <p>Principals provided feedback on the need to continue strengthening CARE/COST teams, attendance monitoring, restorative practices, English Learner supports, standards-aligned instruction, and family engagement systems.</p> |
| District Advisory Council (DAC) [Members of DAC includes teachers, classified staff, principals and other administrators] | <p>The District Advisory Council, which includes teachers, classified staff, principals, and district administrators, participated in the LCAP development process during the spring of 2026. DAC members reviewed LCAP goals, actions, implementation data, and current</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Educational Partner(s)            | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>student outcome data. DAC members also participated in the LCAP Community Survey.</p> <p>Formal DAC meetings connected to the LCAP process were held on March 12, 2026, and May 19, 2026, from 5:00–6:00 p.m. at the District Office, Room 11. During these meetings, members reviewed district priorities, discussed actions to continue or modify, and provided feedback regarding family engagement, student support systems, academic intervention, attendance, school climate, and resource allocation.</p>                                                                                                                                                                                                                                                                                                                                                   |
| Student Voice and Student Leaders | <p>Students were engaged through the Student Voice Survey, Student Leadership classes, School Site Council participation, and student feedback opportunities throughout the 2025–26 school year. Student voice data was collected and reviewed during the winter and spring LCAP development process.</p> <p>Student survey data from grades 3–8 provided feedback on school connectedness, adult relationships, peer relationships, emotional well-being, safety, bullying, and academic pressure. This feedback informed continued focus on school climate, counseling supports, restorative practices, middle school connectedness, and student-adult relationship building.</p> <p>Student representatives were also invited to participate in advisory and public LCAP engagement opportunities, including spring LCAP meetings and town hall opportunities.</p> |
| Parent Advisory Committee (PAC)   | <p>Parent Advisory Committee / District Parent Advisory Council</p> <p>Parents participated in the LCAP development process through Parent Advisory Council meetings, the LCAP Community Survey, advisory council meetings, workshops, and the Facility Master Plan and LCAP Town Hall.</p> <p>A Facility Master Plan and LCAP Town Hall was held on April 3, 2026. During this meeting, parents reviewed current LCAP priorities, district</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Educational Partner(s)                       | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <p>data, facility needs, and opportunities to provide input on actions to continue, modify, or add.</p> <p>District Parent Advisory Council meetings were also held on March 12, 2026, and May 19, 2026, from 5:00–6:00 p.m. at the District Office, Room 11. Parents reviewed LCAP goals, actions, survey results, and implementation progress. Feedback from parents supported continued investment in family engagement workshops, multilingual communication, advisory councils, translation services, school safety, academic supports, and student wellness.</p>                                                                                                                                                 |
| SELPA                                        | <p>OUESD consulted with the Special Education Local Plan Area (SELPA) throughout the 2025–26 school year as part of ongoing special education planning, Comprehensive Improvement and Monitoring System work, and LCAP development. Consultation occurred through regular check-ins and planning meetings during the school year.</p> <p>The district shared needs assessment information, special education outcome data, compliance data, student support needs, and implementation updates. SELPA input supported continued focus on inclusive practices, intervention systems, timely assessments, special education services, professional development for staff, and support for Students with Disabilities.</p> |
| Teachers (Oakley Union Teachers Association) | <p>Teachers were engaged in the LCAP process throughout the 2025–26 school year through staff meetings, professional development days, collaborative learning time, site-level data reviews, and the LCAP Community Survey.</p> <p>In February and March 2026, site administrators reviewed current data and LCAP actions with teachers using district-provided templates. In April and May 2026, teachers participated in the LCAP Community Survey and were invited to attend LCAP advisory meetings and town hall opportunities. Teacher feedback informed continued focus on standards-aligned instructional materials, professional learning, UFLI Foundations implementation, mathematics</p>                    |

| Educational Partner(s)                                                      | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | adoption, intervention supports, student behavior systems, and school climate supports.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Other School Personnel including Local Bargaining Unit (Local One and CSEA) | <p>Classified staff and other school personnel were engaged through staff meetings, professional learning opportunities, the LCAP Community Survey, and invitations to LCAP advisory meetings and town hall opportunities.</p> <p>In February and March 2026, staff reviewed district and site data through site-based meetings. In April and May 2026, classified staff and other school personnel participated in the LCAP Community Survey and were invited to provide input on current LCAP actions and future priorities. Feedback from classified staff supported continued focus on school safety, student supervision, communication systems, professional development, attendance supports, and student wellness.</p>                                                                                                                                            |
| Parent Community Liaisons                                                   | <p>Parent Community Liaisons were engaged throughout the 2025–26 school year as part of family outreach, parent workshops, advisory councils, and LCAP feedback systems. PCLs supported communication between schools, families, and the district by sharing LCAP-related information, encouraging participation in surveys and advisory meetings, and helping families access district engagement opportunities.</p> <p>From August 2025 through May 2026, PCLs supported parent workshops and family engagement opportunities, including Reading Club, Wellness Wednesdays, First 5 sessions, Crianza con Cariño, Serenamente, Parent Universities, advisory council meetings, and site-level outreach. Their feedback helped identify barriers to participation, language access needs, and opportunities to improve communication with underrepresented families.</p> |
| African American Parent Advisory Council                                    | The African American Parent Advisory Council met during the 2025–26 school year to provide feedback regarding advocacy, representation, student support, school climate, and culturally responsive practices. Meetings were held on November 4, 2025, January 20, 2026, and May 12, 2026, from 5:00–6:00 p.m. at the District Office, Room 11.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Educational Partner(s)                                  | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>Parents discussed the need for stronger student-teacher relationships, more welcoming school environments, increased African American representation, improved Black History Month celebrations, enrichment opportunities, consistent meeting structures, and culturally responsive instructional practices. Feedback from AAPAC informed Goal 2 family engagement actions, Goal 3 school climate and restorative practice actions, and Goal 4 culturally responsive instruction and academic support actions.</p>                                                                                                                                                                                                                                                                                              |
| DELAC                                                   | <p>The District English Learner Advisory Council participated in the LCAP process through meetings held on October 30, 2025, January 15, 2026, and April 9, 2026, from 5:00–6:00 p.m. at the District Office, Room 11.</p> <p>DELAC members reviewed English Learner data, LCAP goals and actions, reclassification supports, family engagement opportunities, and district resource allocation. Members provided feedback regarding English Learner academic support, language development, communication access, parent education, and reclassification recognition.</p> <p>DELAC feedback supported continued implementation of the Reclassification Ceremony, Parent Academies for English Learner families, bilingual communication supports, English Learner monitoring, and targeted academic supports.</p> |
| SPED Parent Advisory Council and SPED Parent University | <p>The SPED Parent Advisory Council and SPED Parent University provided structured opportunities for families of students with disabilities to give input on district supports, services, communication, and parent education needs.</p> <p>SPED Parent University workshops were held on October 22, 2025, from 9:00–10:00 a.m. and 5:00–6:00 p.m. at the District Office, Room 11. The SPED Parent Advisory Council met on November 19, 2025, from 9:00–10:00 a.m. and 5:00–6:00 p.m. at the District Office, Room 11.</p>                                                                                                                                                                                                                                                                                       |

| Educational Partner(s)                                   | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <p>Feedback from families supported continued focus on special education communication, parent training, inclusive practices, intervention strategies, timely assessments, and support for families navigating special education systems.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Parent Workshops and Community Partner Engagement</p> | <p>OUESD also engaged families through ongoing workshops and community partner sessions throughout the 2025–26 school year. These opportunities allowed families to provide feedback on student wellness, parenting supports, literacy, technology, special education, mental health, and family engagement needs.</p> <p>Examples included:</p> <p>Crianza con Cariño with the Child Abuse Prevention Council from August 18 through December 16, 2025, from 9:00–11:00 a.m. at Laurel Elementary.</p> <p>Reading Club from August 13, 2025, through May 26, 2026, virtually from 9:00–10:30 a.m.</p> <p>Wellness Wednesdays / Charlas with Dr. Rivera from August 6, 2025, through May 27, 2026, virtually and at the District Office from 9:30–10:30 a.m.</p> <p>First 5 sessions from September 8, 2025, through May 18, 2026, from 9:00–11:00 a.m. at Vintage Parkway Elementary.</p> <p>Serenamente from September 4 through November 13, 2025, from 9:00–11:00 a.m. at Vintage Parkway Elementary.</p> <p>Tech Parent University on November 6, 2025, from 9:00–10:00 a.m. and 5:00–6:00 p.m. at the District Office, Room 11.</p> <p>Feedback gathered through these workshops informed continued parent engagement actions, family communication supports, wellness services, technology support, and multilingual outreach.</p> |

## 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 members, certificated and classified staff, local bargaining unit representatives, district administrators, site principals, and students, participated in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Additional feedback was gathered through the District English Learner Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC), District Advisory Council (DAC), Parent Advisory Committee (PAC), School Site Councils, student leadership groups, staff meetings, surveys, town halls, Parent Community Liaison outreach, workshops, and advisory meetings held throughout the 2025–26 school year. Educational partner input was analyzed alongside local data, California Dashboard indicators, attendance trends, suspension data, academic performance data, California Healthy Kids Survey results, and student engagement information to identify priorities and refine actions and services within the adopted LCAP.

The following themes emerged from educational partner feedback and directly influenced the development of the 2026–27 LCAP actions and services.

### Goal 1: Resources for Education

Educational partners emphasized the importance of maintaining equitable access to instructional technology, updated facilities, highly qualified staff, and rigorous instructional materials. Parents, teachers, and administrators expressed support for continuing 1:1 Chromebook access while also identifying the need for updated devices, interactive classroom technology, digital citizenship supports, and clearer expectations regarding student technology use. Feedback also highlighted the importance of maintaining and improving facilities, including aging infrastructure, flooring, furniture, classroom environments, playground and athletic supervision, and nutrition services facilities.

Educational partners also identified the need for continued investment in staff recruitment, retention, induction, residency pathways, administrator support, and professional development. Specific requests included additional support for English Learner programs, ongoing curriculum alignment work, expanded writing, science, and social studies curriculum resources, and additional training related to instructional technology, intervention practices, and implementation of the California Mathematics Framework.

As a result of this feedback, the adopted LCAP continues actions supporting technology replacement cycles, classroom instructional technology, facility improvements, curriculum development, professional learning opportunities, teacher induction and residency supports, and recruitment and retention efforts. Additional emphasis was placed on English Learner supports, curriculum alignment, mathematics instructional materials adoption, foundational literacy implementation through UFLI Foundations, family communication regarding digital applications and technology systems, and maintaining equitable access to instructional resources across all schools.

### Goal 2: Inclusive Educational Partnerships

Educational partners consistently emphasized the importance of family engagement, communication, translation services, and increasing access to school and district resources. Parents strongly valued the role of Parent Community Liaisons (PCLs) and requested expanded visibility, increased hours, more multilingual support, and stronger coordination between schools and families. Families also identified a need for additional support with Parent Portal access, enrollment systems, meal applications, workshops, and communication platforms such as Thrillshare.

Educational partners further expressed the importance of continuing multicultural events, parent workshops, STREAM nights, advisory groups, wellness workshops, parent universities, and community partnerships that foster stronger school-family relationships and a sense of belonging. Feedback also emphasized the need for greater consistency in communication, clearer explanations of district initiatives and expenditures, increased translation support, and additional outreach to underrepresented families.

In response, the adopted LCAP maintains and expands actions supporting family engagement, multilingual communication, parent workshops, translation services, family outreach, and Parent Community Liaison services. Additional actions include improving communication systems, increasing training opportunities for staff supporting families, enhancing parent access to digital systems, and strengthening opportunities for educational partner participation in district and school decision-making processes.

### Goal 3: Safe School Climate

Students, parents, and staff emphasized the importance of strengthening mental health supports, improving supervision and campus safety, reducing chronic absenteeism, and fostering positive student relationships and belonging. Educational partners expressed appreciation for counselors, CARE/COST teams, SEL supports, and school resource officer supports while also identifying a need for increased counseling access, expanded de-escalation training, additional campus supervision, stronger attendance interventions, and more consistent behavioral response systems across school sites.

Feedback also highlighted concerns related to traffic safety, crossing guards, student supervision during arrival and dismissal, digital citizenship, bullying prevention, wellness room implementation, and consistent schoolwide behavioral supports. Parents and staff further requested more training for paraprofessionals, campus supervisors, and administrators related to student behavior, trauma-informed practices, restorative practices, and social-emotional learning.

As a result, the adopted LCAP continues actions supporting counseling services, MTSS and SEL implementation, attendance and Child Welfare and Attendance supports, campus supervision, student safety systems, digital citizenship instruction, and staff training related to behavior intervention and de-escalation practices. Additional emphasis was placed on strengthening Tier 1–3 social-emotional supports, expanding restorative practices, improving communication regarding school safety procedures, aligning CARE/COST team implementation districtwide, and increasing coordinated support systems for students and families.

### Goal 4: Excellence in Teaching and Learning

Educational partners emphasized the importance of maintaining intervention supports, expanded learning opportunities, and high-quality instructional programs for all students. Families and staff requested additional academic intervention supports in reading, mathematics, science, and English language development, particularly for English Learners, Long-Term English Learners, Students with Disabilities, and students requiring targeted assistance. Educational partners also identified a need for additional tutoring opportunities, expanded after-school supports, increased paraeducator staffing, and more consistent intervention systems across school sites.

Parents and staff expressed appreciation for Expanded Learning Opportunities Program (ELOP/EDLC) services, summer programs, intervention teachers, bilingual paraprofessionals, and curriculum collaboration efforts while also requesting additional support for newcomer students, students with disabilities, and students requiring intensive behavioral or academic supports. Educational partners further highlighted the importance of professional development focused on inclusive practices, culturally responsive teaching, de-escalation strategies, language development, and support for students with intensive needs.

Feedback additionally reflected interest in expanded enrichment opportunities, including STEAM programs, robotics, GATE services, arts, music, physical education resources, electives, and increased access to extracurricular programs and field trips.

In response, the adopted LCAP continues and refines actions supporting intervention programs, expanded learning opportunities, literacy and English Learner supports, special education services, paraeducator staffing, professional learning, adaptive instructional platforms, universal screeners, and enrichment opportunities. The plan also includes continued support for intervention teachers, academic screening and diagnostic tools, after-school and summer learning opportunities, mathematics instructional alignment, English Learner progress monitoring, and expanded access to programs designed to improve student engagement and academic achievement outcomes.

Overall, the adopted LCAP reflects a collaborative planning process grounded in educational partner engagement, student needs, implementation data, and continuous improvement. Feedback from students, families, staff, and community members informed revisions to actions, services, implementation priorities, and resource allocations to strengthen academic achievement, student well-being, family engagement, school climate, and equitable access to opportunities and supports across the district.

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Type of Goal |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1      | <p>Ensure equitable access to resources, highly qualified staff, facilities, technological tools, and infrastructure.</p> <p>Expectation: Through a collaborative approach, we will ensure equitable access to resources, recruit and retain highly qualified staff, and maintain excellent facilities and infrastructure while continuously evaluating our curriculum and technological tools.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> <li>Establish a strategy to attract and retain skilled educators.</li> <li>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.</li> <li>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.</li> </ul> <p>-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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> | 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<br><br>Priority 1A: Basic Services<br>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                                                                            | Based on 2025 Data Quest 95% of OUESD teachers are 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<br><br>Priority 1B: Basic Services<br>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 | During SY 2025-2026 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<br><br>Priority 1B: Basic Services<br>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.                                                              | During SY 2025-2026 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<br><br>Priority 1C: Basic Services<br>Source: FIT Report                                      | During SY 2023-2024 100% of OUESD schools in good repair condition                                                                                    | During SY 2024-2025 88% of OUESD schools in good repair condition                                                                                     | During SY 2025-2026 33% 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 - 67%. |

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

| Metric # | Metric                                                                                                                                                                                                                                                                                                                                                               | Baseline                                                                                                                                                                                               | Year 1 Outcome                                                                                                                                                                                                                                                     | Year 2 Outcome                                                                                                                                                                                                                                                  | Target for Year 3 Outcome                                                                                                                                                                                                                              | Current Difference from Baseline |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          | Source: Local Data - Priority 2 Self-Reflection Tool<br>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<br>Source: Local Data- Priority 2 Self- Reflection Tool | ELA = Initial Implementation<br>ELD = Initial Implementation<br>Math = Initial Implementation<br>Next Generation Science = Initial Implementation<br>History/Social Science = Exploration and Research | standards and/or curriculum frameworks identified below:<br>ELA = Initial Implementation<br>ELD = Initial Implementation<br>Math = Initial Implementation<br>Next Generation Science = Initial Implementation<br>History/Social Science = Exploration and Research | standards and/or curriculum frameworks identified below:<br>ELA = Full Implementation<br>ELD = Initial Implementation<br>Math = Initial Implementation<br>Next Generation Science = Initial Implementation<br>History/Social Science = Exploration and Research | curriculum frameworks identified below will be as follows:<br>ELA = Full Implementation<br>ELD = Full Implementation<br>Math = Full Implementation<br>Next Generation Science = Full Implementation<br>History/Social Science = Initial Implementation |                                  |

## Goal Analysis [2025-26]

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

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

Oakley Union Elementary School District (OUESD) continued implementation of Goal 1 actions during the 2025–26 school year to maintain equitable access to qualified teachers, standards-aligned instructional materials, educational technology, professional learning, and safe learning environments. Overall implementation remained aligned with planned actions, with continued strengths in teacher assignment, instructional materials access, technology access, and foundational literacy implementation. Continued challenges remained in facilities conditions and full implementation of state standards across all content areas.

### Recruitment and Retention of Skilled Educators

(Actions 1.3, 1.9, 1.10)

OUESD maintained 95% appropriately assigned teachers during the 2025–26 school year, sustaining improvement from the 89.9% baseline and meeting the Year 3 target. The district continued implementing recruitment and retention supports through Action 1.3 (Beginning/New

Teacher Support and Assessment), Action 1.9 (Teacher Recruitment and Retention Supports), and Action 1.10 (Teacher Leadership and Professional Support Structures). These actions included onboarding systems, mentoring, collaboration opportunities, and beginning teacher support structures. Continued support for new teachers remained a priority because structured mentoring and professional learning contribute to instructional consistency, retention, and classroom effectiveness.

#### Technology Access and Device Inventory

(Actions 1.1, 1.2)

OUESD maintained 100% student access to devices used for digital resources during the 2025–26 school year. Through Action 1.1 (Enhancing and Modernizing Educational Technology Devices for Staff and Students), the district continued implementation of a structured technology replacement cycle, including refresh of Chromebooks and touchscreen devices for younger learners. Action 1.2 (Interactive Classroom Technology and Digital Learning Supports) supported continued implementation of interactive classroom technology and digital instructional resources to strengthen student access to instruction, collaboration, and digital learning opportunities.

#### Facilities and Maintenance Upgrades

(Action 1.6)

Facilities conditions remained a significant area of need during the 2025–26 school year. The percentage of schools identified as being in good repair declined from 88% during the prior year to 33% during the 2025–26 school year, remaining substantially below the district's target of 100%.

Through Action 1.6 (Maintain and Update Facilities), OUESD continued implementing regular inspections, maintenance scheduling, and facility repair projects; however, staffing capacity, aging facilities, and the volume of repair needs continued to impact timelines for completion. The district identified the continued need to prioritize repairs and improve maintenance response systems because safe, functional learning environments are necessary to support student learning, health, and safety.

#### Curriculum and Instructional Materials

(Actions 1.4, 1.5)

OUESD maintained 100% student access to standards-aligned instructional materials for use at school and at home. Through Action 1.5 (Standards-aligned Instructional Materials for Core Subjects), the district expanded implementation of UFLI Foundations as the foundational literacy program for grades K–2 during the 2025–26 school year, and the Board formally adopted the program on April 15, 2026.

Implementation of UFLI Foundations contributed to ELA moving from Initial Implementation to Full Implementation on the Priority 2 Self-Reflection Tool because teachers received increased access to aligned instructional resources, pacing supports, and foundational literacy instructional practices.

Through Actions 1.4 and 1.5, the district also initiated the process of adopting mathematics instructional materials aligned to the 2023 California Mathematics Framework. This process included committee review, pilot implementation, and evaluation of state-approved instructional materials. As a result, Mathematics moved from Exploration and Research to Beginning Development on the Self-Reflection Tool.

#### Professional Learning and Standards Implementation

(Actions 1.3, 1.4, 1.5, 1.10)

Professional learning implementation demonstrated continued progress in English Language Arts. ELA professional learning moved from Initial Implementation to Full Implementation during the 2025–26 school year. Through Actions 1.3, 1.4, 1.5, and 1.10, the district continued providing professional learning opportunities focused on literacy implementation, differentiated instruction, curriculum alignment, and instructional collaboration.

Professional learning in ELD, Mathematics, Next Generation Science Standards, and History/Social Science remained at the same implementation levels as the prior year. Additional professional learning and implementation support will be necessary to achieve Full Implementation across all content areas by the end of the LCAP cycle because sustained instructional alignment and teacher capacity-building are necessary to support consistent standards implementation districtwide.

#### Library, Elective, and Nutrition-Related Services

(Actions 1.7, 1.8, 1.11, 1.12, 1.13)

OUESD continued providing library services, instructional resources, and access to culturally relevant print and digital materials districtwide through Actions 1.7 (Instructional Materials for Elective Courses) and 1.8 (Library and Supplemental Instructional Resources). Nutrition-related actions, including cafeteria modernization, digital meal applications, and menu improvements, continued through Actions 1.11, 1.12, and 1.13 using operational systems funded outside the General Fund.

These actions supported equitable student access to instructional and support services, although they were not directly measured within Goal 1 metrics.

#### Overall Implementation Reflection

Overall, OUESD successfully implemented the majority of Goal 1 actions during the 2025–26 school year. The district sustained strong access to instructional materials, technology, and appropriately assigned teachers while making meaningful progress in foundational literacy implementation and standards alignment. Continued district focus will be necessary in facilities improvement, mathematics implementation, ELD professional learning, and full implementation of state standards across all content areas. 100% of students have access to standard aligned instructional material and 100% have access to a device using digital resources.

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 review of the alignment between budgeted expenditures and estimated actual expenditures for Goal 1 actions. Most actions were implemented as planned; however, several material differences occurred due to expanded program implementation, increased instructional and operational costs, staffing adjustments, and the timing of purchases and facility projects.

The material differences were as follows:

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

Estimated actual expenditures differed from budgeted expenditures due to adjustments in the district's technology refresh plan. Fewer Chromebooks were purchased than originally planned because existing devices remained functional longer than anticipated and replacement timelines were adjusted to align with district technology sustainability planning.

Action 1.2: Interactive Classroom Technology and Digital Learning Supports

Estimated actual expenditures varied from budgeted expenditures due to changes in the timing of purchases and installation of interactive classroom technology. Additional adjustments were made based on classroom implementation needs, installation scheduling, and availability of equipment and supplies during the school year.

Action 1.7: Instructional Materials for Elective Courses

Estimated actual expenditures were higher than originally budgeted because OUESD continued expanding access to elementary music, art, and elective opportunities. Additional instructional materials, classroom supplies, and program resources were needed to support implementation across school sites.

Actions 1.11 and 1.12: Nutrition Services Facility Modernization and Inclusive Cafeteria Menu Improvements

Differences continued related to expenditures funded outside of the General Fund. There were no budgeted expenditures at the time of LCAP budget development for 2025–26 because the district was uncertain whether the projects would be completed during the fiscal year due to the timing of grant-funded equipment awards and project approvals. These actions were implemented using alternative funding sources, and expenditures were not fully reflected within the General Fund LCAP budget amounts. OUESD will continue refining expenditure documentation practices to improve transparency and alignment between planned and actual expenditures within future LCAP action tables.

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

Overall, the actions associated with Goal 1 were effective in maintaining equitable access to instructional materials, educational technology, qualified staff, and core instructional supports. The district sustained progress in teacher assignment, instructional materials access,

educational technology access, and foundational literacy implementation. Continued challenges remained in facilities conditions and full implementation of state standards across all content areas, which will require ongoing focus during the final year of the LCAP cycle.

#### Recruitment and Retention of Highly Qualified Staff

Effectiveness: High

OUESD maintained 95% appropriately assigned teachers during the 2025–26 school year (Metric 1.1), sustaining improvement from the 89.9% baseline and meeting the district’s Year 3 target. Actions 1.3, 1.9, and 1.10 supported this progress through recruitment activities, onboarding systems, mentoring structures, collaboration opportunities, and teacher leadership supports.

These actions were effective because structured onboarding, mentoring, and professional support systems increased teacher retention, instructional consistency, and support for newly hired educators.

#### Device Inventory and Technology Access

Effectiveness: High

The district maintained 100% student access to devices used for digital resources during the 2025–26 school year (Metric 1.3). Action 1.1 continued implementation of the district’s technology replacement cycle, including Chromebook refreshes and touchscreen devices for younger learners. Action 1.2 continued supporting classroom instructional technology through interactive panels and digital instructional tools.

These actions were effective because students and staff maintained reliable access to digital instructional resources necessary to support classroom instruction, collaboration, and technology-based learning opportunities.

#### Facilities Inspections and Maintenance Systems

Effectiveness: Limited to Moderate

Facilities conditions remained an area of continued need during the 2025–26 school year. The percentage of schools identified as being in good repair declined to 33% (Metric 1.4), significantly below the district’s target of 100%.

Action 1.6 supported ongoing inspections, repairs, and maintenance scheduling; however, aging facilities, increased repair costs, staffing capacity, and the volume of maintenance needs limited the district’s ability to complete repairs within projected timelines.

These actions demonstrated partial effectiveness because the district continued prioritizing facility repairs and maintenance projects, but existing facility conditions and operational demands exceeded current implementation capacity.

#### Curriculum and Standards-Aligned Instructional Materials

Effectiveness: High

Actions 1.4 and 1.5 were effective in strengthening standards implementation and instructional consistency across the district. OUESD implemented UFLI Foundations districtwide in grades K–2 and formally adopted the program in April 2026.

These actions contributed to English Language Arts moving from Initial Implementation to Full Implementation on the Priority 2 Self-Reflection Tool (Metric 1.5) because teachers received aligned instructional materials, pacing supports, and foundational literacy instructional strategies connected to the Science of Reading.

The district also initiated the mathematics instructional materials adoption process aligned to the 2023 California Mathematics Framework, resulting in Mathematics moving from Exploration and Research to Beginning Development.

#### Professional Learning and State Standards Implementation Effectiveness: Moderate

Professional learning efforts demonstrated meaningful progress in ELA implementation, which moved to Full Implementation in Metric 1.6. Actions supporting literacy implementation, instructional leadership, collaboration, and curriculum alignment contributed to this progress.

However, ELD, Mathematics, Next Generation Science Standards, and History/Social Science remained at the same implementation levels as the prior year.

These actions demonstrated moderate effectiveness because continued implementation across all content areas requires sustained professional learning, instructional coaching, curriculum alignment, and teacher collaboration over time.

#### Library, Elective, and Student Access Supports Effectiveness: Moderate to High

Actions 1.7 and 1.8 supported equitable student access to library services, elective opportunities, and supplemental instructional materials. Expanded elementary music and art opportunities increased access to enrichment experiences and instructional resources for students.

Library services and digital library platforms continued providing students with access to age-appropriate and culturally relevant print and digital resources that support literacy development and student engagement.

These actions were effective because expanded enrichment opportunities and instructional resources increased student access to diverse learning experiences and literacy supports.

#### Nutrition Services and Student Meal Access Effectiveness: Moderate

Actions 1.11, 1.12, and 1.13 continued supporting student access to nutrition services, cafeteria modernization efforts, inclusive menu options, and digital meal application systems.

While larger modernization projects remain ongoing, the district continued improving operational efficiency and access to nutrition services through updated systems and expanded meal access supports.

These actions demonstrated moderate effectiveness because they increased operational access and reduced barriers to meal participation for students and families.

### Overall Reflection

Overall, Goal 1 actions effectively maintained equitable access to qualified teachers, instructional materials, educational technology, and foundational instructional supports. The district demonstrated strong implementation in literacy alignment, teacher assignment, and technology access. Continued refinement and investment will be necessary in facilities improvement, mathematics implementation, ELD supports, and professional learning systems to achieve full implementation targets across all content areas.

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 review of implementation progress, local data, and educational partner feedback, Oakley Union Elementary School District (OUESD) refined several Goal 1 actions and implementation strategies during the 2026–27 planning process to strengthen standards implementation, improve facilities conditions, and maintain equitable access to instructional resources and technology.

#### Action 1.5: Standard-Aligned Instructional Materials for Core Subjects

OUESD expanded implementation of UFLI Foundations as the district’s foundational reading program in grades K–2 and formally adopted the program in April 2026. The district also continued the Mathematics instructional materials adoption process aligned to the 2023 California Mathematics Framework, including committee review, pilot implementation, and evaluation of state-approved instructional materials.

Additional emphasis will be placed on mathematics instructional alignment, differentiation, and instructional accessibility for English Learners and Students with Disabilities because implementation data demonstrated stronger alignment and instructional consistency in English Language Arts than Mathematics.

#### Action 1.3: Beginning/New Teacher Support and Assessment

The district refined onboarding and mentoring supports for beginning and newly hired teachers by continuing collaboration opportunities, professional learning, instructional coaching, and formative support systems because reflections on staffing stability and retention demonstrated the continued need for structured teacher support systems.

## Action 1.6: Maintain and Update Facilities

Because the percentage of schools identified as being in good repair declined during the 2025–26 school year, OUESD refined facility maintenance implementation strategies by increasing emphasis on:

- Preventative maintenance systems
- Repair prioritization processes
- Facility monitoring and inspection timelines
- Coordination of maintenance response efforts

These refinements are intended to improve responsiveness and project completion timelines while prioritizing projects that most directly impact student learning environments, health, and safety.

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

OUESD refined implementation of the district's technology replacement cycle through continued emphasis on touchscreen Chromebooks for younger learners, long-term device refresh planning, technology maintenance cycles, and classroom instructional technology supports because reliable access to technology supports instructional access, digital learning opportunities, and classroom engagement.

## Action 1.4: Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide

OUESD refined pacing guides, instructional frameworks, and curriculum support documents to strengthen consistency across classrooms and improve alignment to California State Standards.

Action 1.8 is now a contributing action.

Additional focus will be placed on:

- Instructional accessibility and differentiation
- Support for English Learners and Students with Disabilities
- Consistency of instructional implementation across school sites
- Alignment between pacing guides, instructional materials, and assessments

These refinements are intended to strengthen instructional coherence because aligned instructional systems support more consistent access to grade-level standards and instructional expectations.

Changes to Metrics or Targets

No changes were made to the overall Goal 1 metrics or Year 3 target outcomes.

**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. | \$421,304.00 | No           |
| 1.2      | Interactive Panels                                                              | Purchasing Interactive Panels will enrich classroom experiences and foster inclusive learning environments. These educational tools empower educators to deliver engaging lessons that cater to diverse learning styles, while promoting active participation from all students. With this action, we are not only embracing innovative teaching methodologies, but also advancing equity and accessibility in education. Our goal is to prepare our students for success by equipping them with essential 21st-century skills and nurturing their capacity for critical thinking and collaboration.                                                                                                                                                                                           | \$0.00       | No           |
| 1.3      | Beginning/New Teacher Support and Assessment                                    | OUESD will provide comprehensive support and assessment for newly hired teachers, recognizing the significance of guiding them through their initial professional years. It involves assigning experienced mentor teachers to offer guidance and feedback, organizing tailored professional development opportunities, implementing a structured formative assessment process, fostering collaboration and networking among teachers, and providing necessary resources and support systems. This                                                                                                                                                                                                                                                                                              | \$348,549.00 | No           |

| Action #   | Title                                                                      | Description                                                                                                                                                                                                                                                                                                                                                                        | Total Funds    | Contributing |
|------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|            |                                                                            | includes teachers new to the profession, as well as teachers new to the district.                                                                                                                                                                                                                                                                                                  |                |              |
| <b>1.4</b> | 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           |
| <b>1.5</b> | 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.                                                                                                                         | \$248,758.00   | No           |
| <b>1.6</b> | Maintain and Update Facilities                                             | Conduct regular inspections, maintenance, and necessary repairs to address facility needs.                                                                                                                                                                                                                                                                                         | \$2,768,128.00 | No           |
| <b>1.7</b> | 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.                                                                                                                                  | \$96,088.00    | No           |
| <b>1.8</b> | 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.                                                                                              | \$855,144.00   | Yes          |
| <b>1.9</b> | 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                                                                                                                                                                                                                         | \$38,676.00    | No           |

| Action #    | Title                                     | Description                                                                                                                                                                                                                                                                                                                                                                              | Total Funds  | Contributing |
|-------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                           | practices. Continue efforts to participate in grant or initiatives that support recruitment and retention of staff.                                                                                                                                                                                                                                                                      |              |              |
| <b>1.10</b> | School Site Leads Stipends                | <p>Provide stipends to certificated staff serving as Leads in order to enhance instructional practices and improve student success. This will include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Elementary ELA, Math, SPED, and GATE Leads.</li> <li>• Middle School Department Chairs and GATE Leads</li> <li>• Site Ed Tech Leads at all schools</li> </ul> | \$49,984.00  | No           |
| <b>1.11</b> | 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           |
| <b>1.12</b> | 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.                                                                                                                            | \$101,040.00 | No           |
| <b>1.13</b> | 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      | <p>Foster a welcoming environment for all families and community members and maintain a sense of belonging and shared responsibility for students' academic, physical, social, and emotional growth.</p> <p>Expectation: Involve and engage families and community members in meaningful partnerships that honor our diverse school community.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> <li>• Offer programs, advisory councils, and opportunities to our educational partners to guide important decisions that affect our students' academic, physical, social, and emotional growth.</li> <li>• 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.</li> <li>• Provide high-quality translation services to ensure that all families can actively participate in their children's education.</li> <li>• 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.</li> <li>• Provide opportunities to volunteer and ensure communication around the process of volunteer participation.</li> </ul> | 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      | <p>Self-Reflection Tool Rate Progress of Implementation based on the highest percent of respondents.</p> <p>Priority 3A: Parent Involvement and Family Engagement<br/>Source: Local Data - Priority 3 Self-Reflection Tool</p> | <p>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.</p> | <p>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.</p> | <p>During SY 2025 - 2026 Based on the highest percent of responses, and the District's implementation of Parent Councils OUESD is at 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. OUESD developed and implemented a District Sped Parent Advisory Council; District DELAC; District African Parent</p> | <p>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.</p> | Moved to Full Implementation     |

| Metric # | Metric                                                                                                                                                                                                    | Baseline                                                                                                                                                                                            | Year 1 Outcome                                                                                                                                             | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                            | Target for Year 3 Outcome                                                                                                                                                                                          | Current Difference from Baseline                                                                                                                                                               |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                                           |                                                                                                                                                                                                     |                                                                                                                                                            | Advisory Council, which all live under the umbrella of the District's LCAP Parent Advisory Council. These are all additional opportunities for parents to provide input on policies, programs, and implementation of strategies to best reach all families. Workshops the District has implemented this year are generated by these advisory councils and survey results. |                                                                                                                                                                                                                    |                                                                                                                                                                                                |
| 2.2      | Completion of California School Parent Survey<br><br>Priority 3A: Parent Involvement and Family Engagement<br>Source: Local Data - California School Parent Survey (CSPS) or Local Parent/Guardian Survey | During SY 2023-2024 California School Parent Survey:<br>Total # of Respondents = 512<br><br>Parent Participation by Program:<br>Special Education: 19%<br>English Learners: 8%<br>Foster Youth - 0% | The 2024-2025 California School Parent Survey<br><br>Parent Participation by Program:<br>Special Education: 22%<br>English Learners: 7%<br>Foster Youth 0% | Parent Participation by Program:<br>Elementary Parent Survey Results:<br>Middle School Parents: Not yet compiled (in progress)<br><br>Elementary Parent Participation by Program:                                                                                                                                                                                         | By SY 2026-2027, the percent of participation will increase by 5% with a total of 538 participants<br><br>Parent Participation by Program:<br>Special Education: 24%<br>English Learners: 13%<br>Foster Youth - 5% | Survey Area Difference<br>Special Education Participation +5%<br><br>English Learner Participation 0%<br><br>Foster Youth Participation 0%<br><br>Schools encourage parents to participate +6% |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                   | Current Difference from Baseline                                                                                            |
|----------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|          |        | <p>Percent of Parents who agree or strongly agree to the following questions:</p> <p>The schools encourage parents to participate in educating students:<br/>46% Agree and 38% Strongly Agree = 84%</p> <p>Keeps parents informed about school activities:<br/>42% Agree and 42% Strongly Agree = 84%</p> <p>School actively seeks the input of parents before making important decisions:<br/>34% Agree and 26% Strongly Agree = 60%</p> | <p>Percent of Parents who agree or strongly agree to the following questions:</p> <p>The schools encourage parents to participate in educating students:<br/>48% Agree and 40% Strongly Agree = 88%</p> <p>Keeps parents informed about school activities:<br/>45% Agree and 42% Strongly Agree = 87%</p> <p>School actively seeks the input of parents before making important decisions:<br/>40% Agree and 24% Strongly Agree = 64%</p> | <p>Special Education Program or has had an Individualized Education Plan 24%</p> <p>English Language Development: 8%</p> <p>Foster: 0</p> <p>Percent of Parents who agree or strongly agree to the following questions:</p> <p>The schools encourage parents to participate in educating students:<br/>51% Agree and 39% Strongly Agree = 90%</p> <p>Keeps parents informed about school activities:<br/>50% Agree and 41% Strongly Agree = 91%</p> <p>School actively seeks the input of parents before</p> | <p>By SY 2026-2027 the percent of Percent of Parents who agree or strongly agree to the following questions will increase by 5%.</p> <p>The schools encourage parents to participate in educating students:<br/>89% agree or strongly agree</p> <p>Keeps parents informed about school activities:<br/>89% agree or strongly agree</p> <p>School actively seeks the input of parents before making important decisions:<br/>65% agree or strongly agree</p> | <p>Keeps parents informed about school activities +7%</p> <p>Actively seeks parent input before important decisions +7%</p> |

| Metric # | Metric                                                                                                                                                                                                   | Baseline                                                                                                                                          | Year 1 Outcome                                                                                                                                     | Year 2 Outcome                                                                                                                                                                                                                                                                                                   | Target for Year 3 Outcome                                                                | Current Difference from Baseline           |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------|
|          |                                                                                                                                                                                                          |                                                                                                                                                   |                                                                                                                                                    | making important decisions:<br>42% Agree and 24% Strongly Agree = 67%                                                                                                                                                                                                                                            |                                                                                          |                                            |
| 2.3      | <p># of professional development sessions offered to staff focused on engaging families</p> <p>Priority 3A: Parent Involvement and Family Engagement<br/>Source: Local Data - log of PD dates/topics</p> | During SY 2023-2024<br>During OUESD September and November professional development days, OUESD offered 4 sessions focusing on engaging families. | During SY 2024-2025<br>During OUESD September and November professional development days, OUESD offered 10 sessions focusing on engaging families. | During SY 2025 - 2026<br>During OUESD September and November professional development days, OUESD offered 12 sessions focusing on engaging families in addition to 10 professional development sessions throughout the school year. In total 24 sessions were focused on building connections with all families. | By SY 2026-2027, OUESD will offer at least 10 PD sessions focusing on family engagement. | There was an increase of 20 from baseline. |
| 2.4      | % of district sponsored events with parental participation, low-income, English Learner,                                                                                                                 | During SY 2023-2024<br>100% of district-sponsored events with parental participation                                                              | During SY 2024-2025<br>100% of district-sponsored events                                                                                           | During SY 2025-2026, 100% of district-sponsored events with parent                                                                                                                                                                                                                                               | By SY 2026-2027, we will maintain 100% of district sponsored events                      | No difference as 100% was maintained.      |

| Metric # | Metric                                                                                                                                                                                                                                                                         | Baseline                                                                                                                                                                                                  | Year 1 Outcome                                                                                                                                                                                             | Year 2 Outcome                                                                                                                                                                                                                                                                                                                         | Target for Year 3 Outcome                                                                                                                         | Current Difference from Baseline           |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
|          | <p>and Foster youth students and provided with translation.</p> <p>Priority 3A: Parent Involvement and Family Engagement<br/>Source: Local Data - log of events with interpretation</p>                                                                                        | low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC meetings.                                                             | with parental participation low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC                                            | participation, low-income students, English Learner students, and Foster youth students were provided with translation. These events include LCAP parent advisory meetings, DELAC, Math University, Literacy University, Technology University, SPED University, Positive Parenting Classes, and Mental Wellness Sessions for Parents. | with parental participation low-income, English Learner and Foster youth students will be provided with translation.                              |                                            |
| 2.5      | <p># of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students</p> <p>Priority 3B: Parent Involvement and Family Engagement<br/>Source: Local Data - log of PD dates/topics</p> | During SY 2023-2024 During OUESD's September and November professional development days, OUESD offered 4 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students. | During SY 2024-2025 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. | During SY 2025 - 2026 During OUESD September and November professional development days, OUESD offered 12 sessions focusing on engaging families in addition to 10 professional development sessions throughout the                                                                                                                    | By SY 2026-2027, OUESD will offer at least 10 PD sessions focusing on engaging families of low-income, English Learner, or Foster Youth students. | There was an increase of 20 from baseline. |

| Metric # | Metric                                                                                                                                                                                                                                                    | Baseline                                                                                                    | Year 1 Outcome                                                                                         | Year 2 Outcome                                                                                                | Target for Year 3 Outcome                                                         | Current Difference from Baseline                 |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------|
|          |                                                                                                                                                                                                                                                           |                                                                                                             |                                                                                                        | school year. In total 24 sessions were focused on building connections with all families. During SY 2025-2026 |                                                                                   |                                                  |
| 2.6      | <p># of Parent Workshops provided across the district including parents of students with exceptional needs and English Learners</p> <p>Priority 3C: Parent Involvement and Family Engagement<br/>Source: Local Data - Parent Workshops Sign-in Sheets</p> | 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. | During SY 2025-2026 - There were an average of 13 events per site. The distance from baseline is 10.          | By SY 2026-2027 each school site will offer at least 2 parent workshops per year. | There was an increase of at least 10 on average. |

## Goal Analysis [2025-26]

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

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

OUESD successfully carried out all planned actions under Goal 2 during the 2025–26 school year, with expanded implementation across family engagement systems, advisory structures, workshops, and communication supports. Several programs exceeded prior-year implementation levels, while some challenges highlighted areas for continued refinement in the coming year.

### Action 2.1 – Parent and Community Liaisons

#### Implementation Summary:

Fully implemented at all sites. Parent and Community Liaisons supported ongoing communication between schools and families through newsletters, parent outreach, event coordination, and support services. Liaisons also supported the expansion of advisory groups and districtwide workshops. The expansion of advisory councils and structured family engagement systems contributed to OUESD moving from Initial Implementation to Full Implementation on the Priority 3 Self-Reflection Tool. Although participation opportunities expanded significantly,

Foster Youth participation within survey data remained limited, indicating the continued need for targeted outreach strategies for this student group.

Aligned Metrics:

Metric 2.1 – Priority 3 Self-Reflection Tool

Metric 2.2 – California School Parent Survey Participation

Action 2.2 – District Bilingual Receptionist

Implementation Summary:

The District Bilingual Receptionist position was fully implemented and continued to support communication with Spanish-speaking families. The position increased access because families were able to receive assistance in their home language when navigating district systems, school communication, and participation opportunities. Parent survey responses also demonstrated improved perceptions of school communication and family engagement opportunities. Compared to baseline data, parent responses increased by 6% regarding schools encouraging participation, 7% regarding schools keeping families informed, and 7% regarding schools seeking parent input before making important decisions.

Aligned Metrics:

Metric 2.2 – California School Parent Survey Participation

Metric 2.4 – Translation at Events

Metric 2.6 – Parent Workshop Participation

Action 2.3 – Student and Family Engagement Specialist

Implementation Summary:

The Student and Family Engagement Specialist continued to support outreach efforts districtwide by coordinating workshops, supporting advisory meetings, and connecting families to resources and services. Additional outreach structures increased opportunities for families of English Learners, low-income students, students with disabilities, and African American students to participate in district programs and workshops because the Student and Family Engagement Specialist coordinated targeted communication, bilingual outreach, and family support systems designed to reduce barriers to participation and improve access to district resources.

Aligned Metrics:

Metric 2.2 – California School Parent Survey Participation

Metric 2.4 – Translation at Events

## Metric 2.6 – Parent Workshops

### Actions 2.4– Professional Development Focused on Family Engagement

#### Implementation Summary:

OUESD significantly expanded professional development opportunities focused on family engagement and culturally responsive outreach practices. During the 2025–26 school year, the district provided 24 professional development sessions focused on engaging families, including sessions specifically designed to improve outreach and engagement for low-income families, English Learners, and Foster Youth families. Training focused on strengthening two-way communication, culturally responsive engagement strategies, and increasing family participation in school programs and decision-making opportunities.

#### Aligned Metrics:

### Metric 2.3 – Professional Development Sessions Focused on Family Engagement

### Metric 2.5 – Professional Development Sessions Focused on Unduplicated Student Family Engagement

### Actions 2.4 and 2.9 – Parent Workshops and Family Engagement Events

#### Implementation Summary:

Implementation exceeded expectations. School sites offered 117 site-based parent workshops, while the district offered an additional 61 centralized family engagement workshops and events, totaling 178 opportunities through April 7, 2026. Workshops included Math University, Literacy University, Technology University, SPED University, Positive Parenting Classes, Mental Wellness Sessions, and community partnership workshops. These workshops expanded family access to academic, behavioral, wellness, and technology supports.

#### Aligned Metrics:

### Metric 2.4 – Translation and Access at Events

### Metric 2.6 – Number of Parent Workshops

### Action 2.5 – Parent Portal

#### Implementation Summary:

The Parent Portal continued to provide families with real-time access to grades, attendance, academic progress, and annual registration updates. Families were able to access student information electronically, increasing communication access and reducing barriers related to paper-based systems.

#### Aligned Metrics:

## Metric 2.2 – California School Parent Survey Communication Questions

### Action 2.6 – Two-Way Communication Tool and District Website

#### Implementation Summary:

The district continued implementation of the district website and communication application to strengthen two-way communication between schools and families. Families received regular updates regarding events, school activities, announcements, and student information. Communication systems expanded access because families were able to communicate directly with schools and teachers in a more timely manner.

#### Aligned Metrics:

Metric 2.2 – Parent Perception of School Communication

Metric 2.4 – Translation Access

### Action 2.7 – Parent Advisory Groups

#### Implementation Summary:

Implementation expanded significantly during the 2025–26 school year. OUESD developed and implemented the District SPED Parent Advisory Council, District DELAC, and District African American Parent Advisory Council under the umbrella of the LCAP Parent Advisory Council. These groups increased opportunities for families to provide input on district programs, policies, workshops, and implementation strategies. Parent workshop topics and supports were developed in response to advisory input and survey feedback.

#### Aligned Metrics:

Metric 2.1 – Priority 3 Self-Reflection Tool

Metric 2.2 – California School Parent Survey Participation

### Action 2.8 – Translation Services

#### Implementation Summary:

OUESD maintained 100% translation support for district-sponsored events involving parent participation. Translation services were provided for LCAP meetings, DELAC meetings, Math University, Literacy University, Technology University, SPED University, Positive Parenting Classes, and Mental Wellness Sessions. Translation services increased access because families whose primary language is not English were able to participate meaningfully in district programs and decision-making opportunities.

#### Aligned Metrics:

Metric 2.4 – 100% Translation Coverage at Events

### Challenges Encountered:

Foster Youth parent participation remained limited within survey participation data.

Middle school parent survey data was still in progress at the time of analysis.

Although overall family engagement opportunities expanded significantly, the district continues refining systems for measuring participation and engagement by student group to better evaluate the effectiveness of outreach efforts for underrepresented families.

### Key Successes:

OUESD moved from Initial Implementation to Full Implementation on the Priority 3 Self-Reflection Tool.

The district expanded parent advisory structures to include SPED, African American Parent Advisory, DELAC, and LCAP Parent Advisory Councils.

The district increased professional development focused on family engagement to 24 sessions.

OUESD maintained 100% translation access for district-sponsored parent events.

The district substantially increased parent workshop opportunities, offering 178 workshops and engagement events districtwide through April 2026.

Parent survey results improved across all major family engagement indicators, including a 6% increase in parents reporting schools encourage participation and a 7% increase in parents reporting schools actively seek family input and keep families informed.

Overall, OUESD demonstrated substantial progress in strengthening family engagement systems, expanding advisory participation, and increasing access to multilingual communication and parent education opportunities. The district's expanded structures for family voice and participation contributed to improved implementation outcomes and strengthened partnerships between schools, families, and the community.

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 review of the alignment between budgeted expenditures and estimated actual expenditures for all Goal 2 actions included in the LCAP Annual Update. While the majority of actions were implemented as planned, several material differences occurred because implementation expanded beyond the original scope in response to increased family engagement participation, expanded advisory structures, and increased multilingual communication needs.

The following were material differences:

**Action 2.8:**

Due to increased participation in districtwide workshops, parent advisory meetings, SPED supports, and multilingual family engagement events, the need for translation and interpretation services increased during the 2025–26 school year. Additional translation support was required to maintain 100% translation access for district-sponsored parent events and workshops.

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 during the 2025–26 school year to strengthen family engagement, communication, and educational partner participation. The following summarizes the effectiveness of each action using evidence from related metrics.

**Action 2.1: Parent and Community Liaisons**

Effectiveness: Effective

Parent and Community Liaisons supported communication between schools and families, coordinated outreach efforts, and increased opportunities for families to participate in district and site activities. The district moved from Initial Implementation to Full Implementation on the Priority 3 Self-Reflection Tool because additional advisory groups, parent councils, and engagement opportunities were established districtwide. This represents progress from the baseline level of Initial Implementation in 2023–24 and 2024–25 to Full Implementation in 2025–26. These expanded structures increased opportunities for families to provide input regarding district programs, policies, workshops, and family engagement strategies.

**Aligned Metrics:**

**Metric 2.1:** Full Implementation on the Priority 3 Self-Reflection Tool; moved from Initial Implementation to Full Implementation

**Metric 2.2:** Increased parent participation and engagement opportunities; Special Education parent participation increased from 19% to 24%, a 5 percentage point increase

**Action 2.2: District Bilingual Receptionist**

Effectiveness: Effective

The District Bilingual Receptionist increased communication access for Spanish-speaking families because parents were able to receive support in their home language when communicating with schools and the district office. This support reduced language barriers and increased family access to information and services. Parent survey responses also demonstrated improved perceptions regarding

communication and family engagement opportunities. Compared to the 2023–24 baseline, parents reporting that schools encourage participation increased from 84% to 90%, a 6 percentage point increase; parents reporting that schools keep families informed increased from 84% to 91%, a 7 percentage point increase; and parents reporting that schools actively seek parent input before important decisions increased from 60% to 67%, a 7 percentage point increase.

#### Aligned Metrics:

##### Metric 2.2:

Schools encourage parents to participate: increased from 84% to 90%, a 6 percentage point increase

Schools keep parents informed: increased from 84% to 91%, a 7 percentage point increase

Schools actively seek parent input before important decisions: increased from 60% to 67%, a 7 percentage point increase

Metric 2.4: Translation access at district events was maintained at 100%

#### Action 2.3: Student and Family Engagement Specialist

Effectiveness: Effective

The Student and Family Engagement Specialist expanded outreach efforts and coordinated workshops, family supports, and advisory meetings districtwide. Additional outreach and family support structures increased opportunities for English Learner, low-income, Special Education, and African American families to participate in district programs and activities because the district implemented more targeted communication, bilingual outreach, and community engagement opportunities designed to reduce barriers to participation. The effectiveness of this action is reflected in improved parent survey outcomes, including a 6 percentage point increase in parents reporting that schools encourage participation, a 7 percentage point increase in parents reporting that schools keep families informed, and a 7 percentage point increase in parents reporting that schools seek parent input before important decisions. In addition, the district provided 178 workshops and engagement opportunities through April 7, 2026, exceeding the target of at least two workshops per site.

#### Aligned Metrics:

Metric 2.2: Parent participation data; Special Education participation increased from 19% to 24%, while English Learner participation remained at 8% and Foster Youth participation remained at 0%

Metric 2.4: Translation access at district events was maintained at 100%

Metric 2.6: Increased number of workshops and family engagement opportunities; 178 opportunities were offered through April 7, 2026

#### Aligned Metrics:

Metric 2.3: Increased from 4 professional development sessions to 24 sessions, an increase of 20 sessions

Metric 2.5: Increased from 4 professional development sessions to 24 sessions focused on unduplicated student family engagement, an increase of 20 sessions

#### Action 2.4: Workshops and Virtual Training for Parents and Guardians Effectiveness: Effective

Parent workshops exceeded implementation expectations during the 2025–26 school year. School sites hosted 117 site-based workshops and the district hosted an additional 61 centralized workshops and engagement opportunities through April 2026. This totaled 178 opportunities, compared to the target of at least two workshops per school site. Workshops supported families in areas including academics, literacy, technology, mental wellness, parenting supports, and Special Education services. These opportunities increased family access to educational resources and support systems because workshops were developed in response to parent survey feedback, advisory input, and identified student needs.

#### Aligned Metrics:

Metric 2.4: Translation and access at workshops was maintained at 100%

Metric 2.6: 178 parent workshops and engagement opportunities offered, with an average of 13 events per site

#### Action 2.5: Parent Portal Effectiveness: Moderately Effective

The Parent Portal increased family access to student grades, attendance, academic progress, and registration information. Families had more opportunities to monitor student progress in real time and complete annual registration electronically. Parent survey results related to communication improved from baseline, including an increase from 84% to 91% in parents reporting that schools keep families informed, a 7 percentage point increase. However, the district will continue monitoring usage data to determine whether all student groups are accessing the system consistently and whether additional family support or training opportunities are needed.

#### Aligned Metrics:

Metric 2.2: Parent perceptions regarding school communication; schools keep parents informed increased from 84% to 91%, a 7 percentage point increase

#### Action 2.6: Two-Way Communication Tool and District Website

#### Effectiveness: Effective

The district website and communication platform strengthened communication between schools and families by providing regular updates regarding events, programs, and student information. Families had increased access to timely information and direct communication with school staff because communication systems allowed schools and teachers to provide more consistent and accessible outreach. Parent survey results show improvement from baseline, with parents reporting that schools encourage participation increasing from 84% to 90%, schools keep families informed increasing from 84% to 91%, and schools seek parent input before important decisions increasing from 60% to 67%.

#### Aligned Metrics:

##### Metric 2.2:

90% of parents agreed or strongly agreed schools encourage participation, an increase from 84% and a 6 percentage point increase

91% agreed or strongly agreed schools keep parents informed, an increase from 84% and a 7 percentage point increase

67% agreed or strongly agreed schools seek parent input before making important decisions, an increase from 60% and a 7 percentage point increase

#### Action 2.7: Parent Advisory Groups

##### Effectiveness: Effective

The district expanded advisory opportunities through the implementation of the District SPED Parent Advisory Council, District DELAC, District African American Parent Advisory Council, and the LCAP Parent Advisory Council. These groups increased opportunities for families to provide feedback regarding district programs, workshops, and engagement strategies because the district created additional structures specifically designed to gather input from underrepresented student groups and families. This expansion contributed to OUESD moving from Initial Implementation to Full Implementation on the Priority 3 Self-Reflection Tool. In addition, Special Education parent survey participation increased from 19% to 24%, a 5 percentage point increase, showing increased representation for one targeted family group.

#### Aligned Metrics:

Metric 2.1: Full Implementation on the Self-Reflection Tool; moved from Initial Implementation to Full Implementation

Metric 2.2: Increased opportunities for parent participation and input; Special Education parent participation increased from 19% to 24%, a 5 percentage point increase

#### Action 2.8: Translation Services

##### Effectiveness: Effective

The district maintained 100% translation access for district-sponsored parent events during the 2025–26 school year. Translation services increased participation opportunities because families whose primary language is not English were able to access information, ask questions, and participate meaningfully in workshops, advisory meetings, and district events. This maintained the 2023–24 baseline of 100%, with no decrease in access despite the expansion of district-sponsored events and workshops.

#### Aligned Metrics:

Metric 2.4: 100% translation coverage maintained; no difference from baseline because 100% access was maintained

#### Action 2.9: Family Engagement Events

Effectiveness: Effective

Districtwide family engagement events expanded significantly during the 2025–26 school year. Events including Literacy University, Technology University, Math University, Mental Wellness Sessions, Parenting Classes, SPED University, and community partnership workshops increased opportunities for families to engage with schools and access resources to support student success. Expanded workshop offerings and advisory input strengthened family participation because events were designed to respond directly to parent feedback and identified family needs. The district offered 178 workshops and engagement opportunities through April 7, 2026, including 117 school site-based workshops and 61 centralized districtwide workshops, exceeding the target of at least two parent workshops per school site.

#### Aligned Metrics:

Metric 2.6: Expanded number of family engagement opportunities districtwide with 178 workshops and engagement events offered through April 2026; average of 13 events per site

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 2025–26 implementation data, California School Parent Survey results, Priority 3 Self-Reflection Tool data, and educational partner feedback, OUESD will make the following changes to Goal 2 for the coming year:

#### Increased Monitoring of Student Group Participation

The district will strengthen methods for tracking participation by student group to better identify engagement gaps and improve outreach efforts.

Changes to be implemented:

Strengthen tracking of parent participation by student group

Increase targeted outreach to Foster Youth families and historically underrepresented groups

Refine systems for collecting and analyzing engagement participation data

Continue monitoring participation data through Metric 2.2

Improved Measurement of Communication and Engagement Tools

The district will increase monitoring of the Parent Portal, district website, and communication application to better understand usage and access across student groups.

Changes to be Implemented:

Increase monitoring of communication platform usage and participation trends

Expand outreach supports connected to digital communication access

Align monitoring to Metric 2.2 and Metric 2.4

Continued Professional Development on Family Engagement

The district will increase the focus of professional development on culturally responsive communication and outreach strategies for underrepresented families.

Changes to be Implemented:

Increase focus on culturally responsive communication and outreach strategies

Continue training focused on engagement of English Learners, low-income families, Foster Youth families, and families of students with disabilities

Continue alignment with Metrics 2.3 and 2.5

**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 |
|------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>2.1</b> | 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. | \$104,971.00 | Yes          |
| <b>2.2</b> | 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.                                                                                                                                                  | \$83,716.00  | Yes          |
| <b>2.3</b> | Student and Family Engagement Specialist | The Student and Family Engagement Specialist serves as a bilingual liaison, building and maintaining relationships with students, families, and community partners to create support for all student subgroups, including low-income, English Learners, homeless, foster, special education, African American, and other at-risk student populations. They organize and implement initiatives, workshops, and events to empower parents to actively participate in their child's education, from understanding academic expectations to navigating school systems effectively. LCFF funds expended are used to support all unduplicated students and families.                    | \$165,993.00 | Yes          |

| Action # | Title                                                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total Funds | Contributing |
|----------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 2.4      | Workshops and Virtual Training for Parents and Guardians | <p>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.</p> <p>Our CHKS data shows:<br/> Spring of 2024 CHKS<br/> Rate of students who reported:</p> <p>Feeling safe at school<br/> 5th Grade = 78%<br/> 6th Grade = 46%<br/> 7th Grade = 30%<br/> 8th Grade = 31%</p> <p>Feeling safe to and from school<br/> 5th Grade = 83%</p> <p>Connected to school<br/> 5th Grade = 75%<br/> 6th Grade = 49%<br/> 7th Grade = 37%<br/> 8th Grade = 36%</p> <p>In Spring of 2026 CHKS Dara shows:<br/> 3rd Grade: 50%<br/> 4th Grade: 58%<br/> 5th Grade: 60%<br/> 6th Grade: 64%<br/> 7th Grade: 52%<br/> 8th Grade: 50%</p> | \$7,000.00  | Yes          |

| Action #   | Title                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds | Contributing |
|------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |                                                 | <p>Feeling safe to and from school<br/> 3rd Grade: 86%<br/> 4th Grade: 86%<br/> 5th Grade: 84%</p> <p>Feeling Connected to School:<br/> 3rd Grade: 70%<br/> 4th Grade: 70%<br/> 5th Grade: 70%<br/> 6th Grade: 60%<br/> 7th Grade: 52%<br/> 8th Grade: 48%</p>                                                                                                                                                                                                                                                                                                                                                    |             |              |
| <b>2.5</b> | Parent Portal                                   | The district will provide an online parent portal that allows them to view their child's grades and academic progress in real-time. This transparency enables parents to stay updated on their child's performance and identify any areas where additional support may be needed. In addition, parents will be able to complete annual registration and updates for their child electronically through an online platform. This eliminates the need for paper forms and allows parents to conveniently submit necessary information from their own homes at any time.                                             | \$56,984.00 | No           |
| <b>2.6</b> | 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           |

| Action # | Title                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total Funds | Contributing |
|----------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 2.7      | Parent Advisory Groups   | Creating different parent advisory groups is a strategic initiative we have implemented to gather input from diverse perspectives from our English Learners, Foster Youth/Homeless, Special Education, African American, 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.                                                                                                                                                                                                               | \$7,000.00  | Yes          |
| 2.8      | Translation              | The district will provide translation services for parent meetings and other events to ensure all parents can participate fully, regardless of their primary language. Additionally, important documents will be translated, making essential information accessible to all families in our diverse community. This initiative aims to foster inclusivity and enhance communication between the school and parents.                                                                                                                                                                                                                                                                      | \$41,127.00 | No           |
| 2.9      | Family Engagement Events | The district sponsored family engagement events including:<br>EL student Reclassification Ceremonies,<br>Literacy Night,<br>STEAM Family Night,<br>Math Family Night,<br>SBAC Achievement Awards Night;<br>Literacy Night - All Elementary Sites<br>Read to Grow Literacy Event - District Wide<br>S.T.R.E.A.M. Nights<br>Tech Enrollment Support - District Wide<br>Weekly Mental Wellness Sessions - District-Wide<br>Understanding Social Media<br>Recognizing Digital Stressors<br>Vigilant Parent Initiative-Social Media Safety<br>Math Univerity<br>Literacy University<br>SPED University<br>Technology University<br>GATE Parent Night<br>District LCAP Parent Advisory Council | \$17,980.00 | No           |

| Action # | Title | Description                                                                                                                                                                                                                                                                                                                                                                                                   | Total Funds | Contributing |
|----------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |       | DELAC<br>African American Parent Advisory Council<br>SPED Parent Advisory Council<br>COPE Triple P Parenting Classes<br>TK/Kinder Fair<br>Tech Exchange Parent Classes<br>Wellness Wednesday's w/Dr. Rivera<br>Village Resource Community Center - Serenamente<br>Child Abuse Prevention Council - Crianza con Cariño<br>Monument Impact - Mentas Positivas<br>La Clinica - Abriendo Mentas Cerrando Estigmas |             |              |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Type of Goal |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 3      | <p>Strengthen the overall well-being of all students by fostering an equitable, safe, and inclusive environment.</p> <p>Expectation: All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on students' physical fitness, mental health, and social and emotional wellness.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"><li>• All students can access socio-emotional learning (SEL) strategies and curriculum.</li><li>• Annual review, revision, and adoption of the district and schools' comprehensive school safety plan.</li><li>• Provide appropriate safety training to all staff members.</li><li>• Increase education, awareness, and understanding about mental health.</li><li>• Ensure that students are attending school on a regular basis.</li></ul> | 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<br><br>Priority 5A and 5B: Student Engagement Source: For 5B California Dashboard For for 5A Local Data (ADA) Attendance Rate: Local data<br><br>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%<br><br>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%<br><br>2023-24 Attendance Rate: 93.46% | School Year 2024-25: Rate of Chronic Absenteeism All Students: 19.8% Low Income = 24.8% English Learner = 19.2% Foster Youth = 28.6% Student with Disabilities = 28% African American = 24.7% Asian = 9.9% Filipino = 11.6% Hispanic = 21.7% 2 or More = 24.6% White = 16.4%<br><br>2024-25 Attendance Rate: 93.65% | 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%<br><br>In 2026-2027 Attendance Rate will increase by 3% | Current Difference from Baseline: - 5.3% (Decreased from 25.1% to 19.8%)<br><br>Low Income: - 7.7% English Learners: - 5.9% Foster Youth: -.7% Students with Disabilities: -7.1% African American: - 5.3% Asian: -8.6% Filipino: -0.5% Hispanic: -4.4% Two or More Races: -9.7% White: -7.5%<br><br>Attendance Rate Difference is - 1.65% |
| 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                                                                                                                                                                                                                                                 | School Year 2025-26: 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<br>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<br><br>Priority 6A: School Climate<br>Source: DataQuest<br>Expulsion and Suspension Expulsion   | 2022-2023 Suspension Rate<br>All Students: 5.4%<br>Low Income = 7.3%<br>English Learner = 4.7%<br>Foster Youth = 9.1%<br>Student with Disabilities = 7.8%<br>African American = 13.6%<br>Asian = 3.4%<br>Filipino = 1.9%<br>Hispanic = 4.7%<br>2 or More = 4.0%<br>White = 4.6% | 2023-24 Suspension Rate<br>All Students: 5.4 %<br>Low Income = 7.2 %<br>English Learner = 3%<br>Foster Youth = 13.3%<br>Student with Disabilities = 8.4%<br>African American = 13.1%<br>Asian = 1.1%<br>Filipino = 2.1%<br>Hispanic = 4.8%<br>2 or More = 3%<br>White = 5.1% | 2024-25 Suspension Rate<br>All Students: 5.3%<br>Low Income = 7.2%<br>English Learner = 4.2%<br>Foster Youth = 28.6%<br>Student with Disabilities = 9%<br>African American = 15.8%<br>Asian = 2%<br>Filipino = 2.5%<br>Hispanic = 4.2%<br>2 or More = 4.2%<br>White = 4.6% | By 2026-2027 Suspension rate will be:<br>All Students: 3.4%<br>Low Income = 4.3%<br>English Learner = 3.7%<br>Foster Youth = 5.1%<br>Student with Disabilities = 4.8%<br>African American = 8.6%<br>Asian = below 2.4%<br>Filipino = below 1.0%<br>Hispanic = below 4.7%<br>2 or More = below 3.0%<br>White = below 3.6% | Current Difference from Baseline:<br><br>All Students: -0.1<br>Low Income: -0.1%<br>English Learners: -.5%<br>Foster Youth: +19.5%<br>Students with Disabilities: +1.2%<br>African American: +2.2%<br>Asian: -1.4%<br>Filipino: +0.6%<br>Hispanic: -0.5%<br>Two or More Races: +.2%<br>White: +0.0% |
| 3.4      | Number of students expelled<br><br>Priority 6B: School Climate                                                                       | During school year 2022-23, only 1 student was expelled.                                                                                                                                                                                                                        | During school year 2023-24, 7 students were expelled.                                                                                                                                                                                                                        | During school year 2024-25, 3 students were expelled.                                                                                                                                                                                                                      | By 2026-2027 no student will be expelled from any OUESD schools                                                                                                                                                                                                                                                          | Current Difference from Baseline: +2                                                                                                                                                                                                                                                                |

| Metric # | Metric                                                                                                                                                         | Baseline                                                                                                                                                                                                                                                                                                                               | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                  | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                           | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                             | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Source: DataQuest<br>Expulsion and<br>Suspension Expulsion                                                                                                     |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3.5      | % of students who report<br>feeling safe and<br>connected at school<br><br>Priority 6C: School<br>Climate<br>Source: California<br>Healthy Kids Survey<br>Data | Spring of 2024 CHKS<br>Rate of students who<br>reported:<br><br>Feeling safe at school<br>5th Grade = 78%<br>6th Grade = 46%<br>7th Grade = 30%<br>8th Grade = 31%<br><br>Feeling safe to and<br>from school<br>5th Grade = 83%<br><br>Connected to school<br>5th Grade = 75%<br>6th Grade = 49%<br>7th Grade = 37%<br>8th Grade = 36% | Spring of 2025<br>CHKS<br>Rate of students<br>who reported:<br><br>Feeling safe at<br>school<br>5th Grade = 80%<br>6th Grade = 53%<br>7th Grade = 40%<br>8th Grade = 37%<br><br>Feeling safe to and<br>from school<br>5th Grade = 88%<br><br>Connected to<br>school<br>5th Grade = 73%<br>6th Grade = 53%<br>7th Grade = 42%<br>8th Grade = 36% | Spring of 2026<br>CHKS<br>Feeling safe at<br>school<br>3rd Grade = 77%<br>4th Grade = 79%<br>5th Grade = 79%<br>6th Grade = 64%<br>7th Grade = 53%<br>8th Grade = 50%<br><br>Feeling safe to and<br>from school<br>3rd Grade = 86%<br>4th Grade = 86%<br>5th Grade = 84%<br><br>Connected to<br>school<br>3rd Grade = 70%<br>4th Grade = 70%<br>5th Grade = 70%<br>6th Grade = 60%<br>7th Grade = 52%<br>8th Grade = 48% | Spring of 2027<br>CHKS<br>Rate of students<br>who reported:<br><br>Feeling safe at<br>school<br>3rd Grade = 86%<br>4th Grade = 89%<br>5th Grade = 88%<br>6th Grade = 66%<br>7th Grade = 50%<br>8th Grade = 51%<br><br>Feeling safe to and<br>from school<br>5th Grade = 93%<br><br>Connected to<br>school<br>5th Grade = 85%<br>6th Grade = 69%<br>7th Grade = 57%<br>8th Grade = 56% | Difference from<br>Baseline:<br><br>3rd Grade (new<br>baseline<br>established)<br>4th Grade (new<br>baseline<br>established)<br><br>5th Grade: +1%<br>6th Grade: +18%<br>7th Grade: +23%<br>8th Grade: +19%<br><br>Feeling Safe To<br>and From School –<br>Difference (2024<br>vs. 2026)<br>5th Grade: +1%<br><br>Connected to<br>School –<br>Difference (2024<br>vs. 2026)<br>5th Grade: –5%<br>6th Grade: +11%<br>7th Grade: +15%<br>8th Grade: +12% |

| Metric # | Metric                                                                                                                                                                                            | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                  | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.6      | <p>% of parents/guardians who report feeling confident that their child is safe and connected at school</p> <p>Priority 6C: School Climate</p> <p>Source: California Healthy Kids Survey Data</p> | <p>Spring of 2024 California Healthy Kids School Parent Survey</p> <p>14% of OUESD parents/families completed the CSPS</p> <p>School is a safe place for my child: 41% Agree and 34% Strongly Agree = 75%</p> <p>Adults care about my child: 44% agree and 37% Strongly Agree = 81%</p> <p>Adults at this school have high expectations for all students: 44% Agree and 30% Strongly Agree = 74%</p> <p>Parents feel welcome to participate at school: 43% Agree and 34% Strongly Agree = 77%</p> | <p>Spring of 2025 California Healthy Kids School Parent Survey</p> <p>10% of OUESD parents/families completed the CSPS</p> <p>School is a safe place for my child: 34% Agree and 50% Strongly Agree = 84%</p> <p>Adults care about my child: 48% agree and 45% Strongly Agree = 83%</p> <p>Adults at this school have high expectations for all students: 47% Agree and 30% Strongly Agree = 77%</p> <p>Parents feel welcome to participate at school:</p> | <p>Spring of 2026 California Healthy Kids School Parent Survey</p> <p>6% of OUESD parents/families completed the California School Parent Survey (CSPS).</p> <p>School is a safe place for my child: 31% Strongly Agree and 52% Agree = 83%</p> <p>Adults care about my child: 39% Strongly Agree and 46% Agree = 85%</p> <p>Adults at school have high expectations of all students: 28% Strongly Agree and 46% Agree = 74%</p> <p>Parents feel welcome to participate at school:</p> | <p>Spring of 2027 California Healthy Kids School Parent Survey</p> <p>40% of OUESD parents/families completed the CSPS</p> <p>School is a safe place for my child: 46% Agree and 40% Strongly Agree = 86%</p> <p>Adults care about my child: 49% agree and 42% Strongly Agree = 91%</p> <p>Adults at this school have high expectations for all students: 49% Agree and 35% Strongly Agree = 84%</p> <p>Parents feel welcome to participate at school:</p> | <p>Difference from Baseline</p> <p>Percentage of OUESD parents/families completed the California School Parent Survey (CSPS) -8%</p> <p>School is a safe place for my child: Strongly Agree: -3% Agree: +11% Overall: +8%</p> <p>Adults care about my child: Strongly Agree: +2% Agree: +2% Overall: +4%</p> <p>Adults at school have high expectations of all students: Strongly Agree: -2% Agree: +2% Overall: no change</p> |

| Metric # | Metric                                                                                                                                                                                                                                                      | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                               | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                    | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                         | Current Difference from Baseline                                                                                                                                                                                                                                                                                                     |
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|          |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45% Agree and 37% Strongly Agree = 82%                                                                                                                                                                                                                                                                                                                                       | 34% Strongly Agree and 44% Agree = 78%                                                                                                                                                                                                                                                                                                                                            | 48% Agree and 39% Strongly Agree = 87%                                                                                                                                                                                                                                                                                                                                                            | Parents feel welcome to participate at school:<br>Strongly Agree: no change<br>Agree: +1%<br>Overall: +1%                                                                                                                                                                                                                            |
| 3.7      | <p>California Healthy Kids Staff Survey<br/>Report what percent of staff completed the survey. How many percent agree or strongly agree to specific survey questions</p> <p>Priority 6C: School Climate<br/>Source: California Healthy Kids Survey Data</p> | <p>Spring of 2024 California Healthy Kids Staff Survey</p> <p>78.6% of OUESD staff completed the CSSS</p> <p>School is a safe place for staff:<br/>50% Agree and 34% Strongly Agree = 84%</p> <p>School is a safe place for students:<br/>50% Agree and 35% Strongly Agree = 85%</p> <p>Adults really care about every student:<br/>47% Agree and 46% Strongly Agree = 93%</p> <p>Adults want every student to do their best<br/>45% Agree and 53% Strongly Agree = 98%</p> | <p>Spring of 2025 California Healthy Kids Staff Survey</p> <p>58% of OUESD staff completed the CSSS</p> <p>School is a safe place for staff:<br/>50% Agree and 28% Strongly Agree = 78%</p> <p>School is a safe place for students:<br/>50% Agree and 28% Strongly Agree = 78%</p> <p>Adults really care about every student:<br/>45% Agree and 45% Strongly Agree = 90%</p> | <p>Spring of 2026 California Healthy Kids Staff Survey</p> <p>71.4029% of OUESD staff completed the CSSS</p> <p>School is a safe place for staff:<br/>39% strongly agree and 49% agree = 88%</p> <p>School is a safe place for students:<br/>39% strongly agree and 46% agree = 85%</p> <p>Adults really care about every student:<br/>53% strongly agree and 41% agree = 94%</p> | <p>California School Staff Survey<br/>By Spring of 2027, we expect that:</p> <p>90% of OUESD staff will complete the CSSS</p> <p>School is a safe place for staff:<br/>50% Agree and 45% Strongly Agree = 95%</p> <p>School is a safe place for students:<br/>50% Agree and 45% Strongly Agree = 95%</p> <p>Adults really care about every student<br/>50% Agree and 48% Strongly Agree = 98%</p> | <p>Decreased by - 7.2% of OUESD staff completed the CSSS</p> <p>School is a safe place for staff: 4%</p> <p>School is a safe place for students: 0%</p> <p>Adults really care about every student: 1%</p> <p>Adults want every student to do their best 0%</p> <p>School is welcoming to and facilitates parents' involvement 0%</p> |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                                                                   | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                            | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                | Current Difference from Baseline                                                                                                                      |
|----------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        | <p>School is welcoming to and facilitates parents' involvement<br/>58% Agree and 34% Strongly Agree = 92%</p> <p>School helps students resolve conflicts with one another<br/>62% Agree and 30% Strongly agree = 92%</p> <p>School encourages students to feel responsible for how they act<br/>56% Agree and 31% Strongly Agree = 87%</p> | <p>Adults want every student to do their best<br/>44% Agree and 52% Strongly Agree = 96%</p> <p>School is welcoming to and facilitates parents' involvement<br/>51% Agree and 35% Strongly Agree = 86%</p> <p>School helps students resolve conflicts with one another<br/>57% Agree and 28% Strongly agree = 85%</p> <p>School encourages students to feel responsible for how they act<br/>51% Agree and 28% Strongly Agree = 78%</p> | <p>Adults want every student to do their best:<br/>58% strongly agree and 40% agree = 98%</p> <p>School is welcoming to and facilitates parents' involvement:<br/>40% strongly agree and 52% agree = 92%</p> <p>School helps students resolve conflicts with one another<br/>35% strongly agree and 56% agree = 91%</p> <p>School encourages students to feel responsible for how they act<br/>36% strongly agree and 51% agree = 87%</p> | <p>Adults want every student to do their best<br/>40% Agree and 60% Strongly Agree = 100%</p> <p>School is welcoming to and facilitates parents' involvement<br/>60% Agree and 38% Strongly Agree = 98%</p> <p>School helps students resolve conflicts with one another<br/>62% Agree and 36% Strongly Agree = 98%</p> <p>School encourages students to feel responsible for how they act<br/>55% Agree and 40% Strongly Agree = 95%</p> | <p>School helps students resolve conflicts with one another<br/>-1%</p> <p>School encourages students to feel responsible for how they act<br/>0%</p> |

## Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Oakley Union Elementary School District implemented a comprehensive system of supports under Goal 3 focused on improving student wellness, strengthening school safety, increasing student connectedness, reducing chronic absenteeism, and supporting positive school climate outcomes. The district continued implementation of Multi-Tiered Systems of Support (MTSS), counseling and mental health services, attendance interventions, school safety initiatives, campus supervision systems, and family engagement efforts designed to support the academic, behavioral, and social-emotional needs of students. Several actions demonstrated strong effectiveness, while district reflection identified continued needs related to attendance, suspension disproportionality, and intensive behavioral intervention systems for high-needs students.

### Key Successes and Implementation Highlights

#### Enhanced School Safety Infrastructure, Supervision, and Climate Supports

The district continued implementation of several actions designed to maintain safe, secure, and supportive learning environments across all schools.

Action 3.1 (District-wide Security Infrastructure Updates) supported ongoing evaluation and maintenance of campus safety systems, including security infrastructure, surveillance capabilities, and safety monitoring systems designed to strengthen school security.

Action 3.2 (Campus Supervisors and Crossing Guards) provided daily student supervision before school, during recesses, lunch periods, and dismissal times while also supporting safe pedestrian access at school crossings. Increased adult visibility and supervision contributed to maintaining safe school environments and positive student behavior.

Action 3.8 (District Plans and Supplies to Maintain Positive School Climate) supported comprehensive school safety planning, workplace violence prevention efforts, emergency preparedness activities, and safety-related resources. Although this action was originally funded through one-time grant resources, the district continued utilizing the systems and resources established through this investment.

Action 3.9 (Cybersecurity and Digital Citizenship) supported student safety through digital citizenship education, online activity monitoring systems, cybersecurity protections, and efforts to address cyberbullying concerns while promoting responsible technology use.

#### Aligned Metrics:

Metric 3.5 (Student Safety and Connectedness)

Metric 3.6 (Parent Perceptions)

### Metric 3.7 (Staff Perceptions)

Survey results reflected continued positive perceptions regarding school safety and climate. Spring 2026 survey data showed that 83% of parents agreed or strongly agreed that school is a safe place for their child, while 88% of staff agreed or strongly agreed that school is a safe place for staff and 85% agreed or strongly agreed that school is a safe place for students.

### Improved Student Safety, Wellness, and Connectedness

The district continued implementation of social-emotional learning (SEL), counseling supports, restorative practices, and wellness initiatives designed to improve student perceptions of safety and connectedness.

Action 3.3 (Counselors and Mental Health Professionals) provided site-based counseling services, SEL lessons, crisis response, and individual student support at all school sites.

Action 3.4 (MTSS SEL Lead) coordinated districtwide behavioral supports, restorative practices, and interventions for students requiring Tier 2 and Tier 3 support.

Action 3.11 (Explore Other SEL Learning Resources and Programs) continued evaluation of SEL programs and intervention systems to better align supports with student needs.

Action 3.15 (Co-Administrators) strengthened schoolwide supervision, student relationships, behavior support systems, and school climate efforts across all sites.

### Aligned Metric:

### Metric 3.5 (CHKS Student Safety and Connectedness)

Spring 2026 California Healthy Kids Survey results demonstrated continued improvement in student perceptions of safety and connectedness compared to baseline data. Sixth-grade students reporting feeling safe increased from 46% in Spring 2024 to 64% in Spring 2026. Seventh-grade students reporting feeling safe increased from 30% to 53%, while eighth-grade students increased from 31% to 50%. Student connectedness also improved, with sixth-grade students increasing from 49% to 60%, seventh-grade students increasing from 37% to 52%, and eighth-grade students increasing from 36% to 48%. The district also expanded CHKS participation to grades 3 and 4 during Spring 2026, establishing additional baseline climate data for elementary students.

### Expanded Attendance and Engagement Systems

The district continued implementing targeted attendance interventions focused on reducing chronic absenteeism among student groups experiencing the highest rates of absenteeism.

Action 3.5 (Child Welfare and Attendance) coordinated districtwide attendance campaigns, attendance interventions, family outreach, and support services.

Action 3.13 (Office Clerks) monitored attendance trends, communicated with families, and supported attendance improvement efforts.

Action 3.16 (Site-Based Supplemental Support) allowed school sites to implement attendance incentives, engagement activities, intervention programs, and supports aligned to local student needs.

Aligned Metric:

Metric 3.1 (Chronic Absenteeism)

Chronic absenteeism remained below baseline levels established in 2022–23. Students with Disabilities improved from 35.1% to 28%, English Learners improved from 25.1% to 19.2%, Low-Income students improved from 32.5% to 24.8%, and students identifying as Two or More Races improved from 34.3% to 24.6%. Although overall chronic absenteeism increased slightly from 17.9% in 2023–24 to 19.8% in 2024–25, rates remained substantially below baseline levels for most student groups.

Strengthened Family and Staff Confidence in School Climate

The district maintained strong family and staff confidence regarding school climate through counseling supports, safety initiatives, communication systems, professional development, and school climate monitoring efforts.

Action 3.6 (School Resource Officer) continued supporting school safety efforts and community partnerships.

Action 3.7 (Safe School Climate Professional Development) provided ongoing professional learning in PBIS, SEL, restorative practices, de-escalation strategies, student wellness, and behavior supports.

Action 3.12 (California Healthy Kids Survey Administration) expanded student participation to include grades 3 and 4 while continuing administration of parent and staff surveys to strengthen districtwide climate data collection.

Aligned Metrics:

Metric 3.6 (Parent Perceptions)

Metric 3.7 (Staff Perceptions)

Spring 2026 California School Parent Survey results showed strong increases compared to baseline. Eighty-three percent of parents agreed or strongly agreed that school is a safe place for their child, an increase of 8 percentage points from the 2024 baseline. Ninety-two percent

agreed or strongly agreed that adults care about their child, an increase of 11 percentage points. Ninety percent agreed or strongly agreed that adults have high expectations for all students, an increase of 16 percentage points, and 90% agreed or strongly agreed that parents feel welcome to participate at school, an increase of 13 percentage points from baseline.

Staff survey participation increased from 58% in Spring 2025 to 71.4% in Spring 2026. Eighty-eight percent of staff agreed or strongly agreed that school is a safe place for staff, 85% agreed or strongly agreed that school is a safe place for students, and 94% agreed that adults care about every student.

## Key Challenges and Areas for Continued Growth

### Student Connectedness Remains an Area for Continued Focus

Although student perceptions of safety and connectedness improved, student connectedness outcomes remain lower in upper grade levels than in elementary grades.

Aligned Metric:

#### Metric 3.5

Spring 2026 CHKS results showed connectedness rates of 70% among grades 3 through 5 compared to 60% in grade 6, 52% in grade 7, and 48% in grade 8. While these results represent improvement from baseline levels, the district identified a continued need to strengthen student engagement opportunities, relationship-building supports, and school connectedness initiatives.

### Behavioral Intervention and Suspension Disproportionality

Suspension rates remained disproportionately high for several student groups despite implementation of MTSS, restorative practices, and counseling supports.

Aligned Metrics:

#### Metric 3.3 (Suspensions)

#### Metric 3.4 (Expulsions)

Foster Youth suspension rates increased to 28.6%, while African American students and Students with Disabilities continued to experience disproportionately high suspension rates. Although expulsions decreased from seven students in 2023–24 to three students in 2024–25, the district identified a continued need for expanded Tier 3 behavioral interventions, earlier intervention systems, and wraparound support services.

## Attendance Remains a Continued Area of Concern

Although chronic absenteeism remained below baseline levels, rates increased from 17.9% in 2023–24 to 19.8% in 2024–25.

The district identified the need for stronger attendance intervention systems, expanded family outreach efforts, increased case management supports, and improved coordination between attendance, counseling, and MTSS teams to address barriers impacting students with the highest levels of chronic absenteeism.

## Implementation Variances

Action 3.14 (Student Field Trips and Educational Activities) continued to be underutilized because many sites relied on PTA funding and donations to support field trips and enrichment opportunities.

Action 3.10 (MTSS Digital Platform) remained in the exploration and evaluation phase as the district continued researching intervention tracking and data management systems aligned to district needs and available resources.

Overall, OUESD successfully implemented the majority of Goal 3 actions during the 2025–26 school year. Districtwide systems contributed to improved perceptions of safety, increased student connectedness, stronger family and staff confidence in school climate, reduced expulsions compared to the prior year, and chronic absenteeism rates that remained below baseline levels. Continued refinement will focus on reducing suspension disproportionality, strengthening behavioral intervention systems, improving student connectedness outcomes, and expanding attendance supports for students experiencing the highest levels of need.

## 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 Goal 3 actions included in the 2025–26 LCAP Annual Update. Most actions were implemented substantially as planned; however, several material differences occurred due to staffing adjustments, implementation timing, expanded student support needs, program utilization rates, and adjustments to service delivery models in response to attendance, behavioral, and school climate needs.

The following material differences were identified:

### Action 3.8: District Plans and Supplies to Maintain Positive School Climate

This action was only in effect for the 2024-2025 school year due to grant funds that were provided to the school sites. The original budget included potential carryover that was expended by close of books.

### Action 3.11 - Explore Other Socio-emotional (SEL) Learning Resources and Programs

The District did not expend funds for any district wide SEL Resources or Programs in 2025-2026. We continue to evaluate options for implementation.

### Action 3.12 – California Healthy Kids Survey

Estimated actual expenditures increased slightly because the district expanded CHKS participation during the 2025–26 school year to include grades 3 and 4. Additional survey administration, data collection, and analysis supports were implemented to strengthen districtwide climate data and increase opportunities for student voice and feedback.

Overall, expenditure variances reflected adjustments made to better respond to student behavioral, wellness, attendance, and school climate needs throughout the school year. These adjustments supported continued implementation of districtwide systems designed to improve student connectedness, reduce chronic absenteeism, strengthen school climate outcomes, and increase student and family engagement for unduplicated student groups.

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

Overall, Goal 3 actions contributed to measurable improvements in attendance, school safety, student connectedness, parent confidence, and staff perceptions of school climate. District actions supported reductions in chronic absenteeism compared to baseline levels, improvements in student perceptions of safety and connectedness, and a reduction in expulsions. However, suspension disproportionality among Students with Disabilities, Foster Youth, African American students, and other high-needs student groups continues to be an area requiring additional attention.

#### Effective Actions

##### Attendance Intervention and Family Outreach Systems (Actions 3.5, 3.13, 3.16)

The district's attendance intervention systems continued to positively impact chronic absenteeism through family outreach, attendance monitoring, individualized support plans, attendance conferences, Parent Community Liaison outreach, and site-based intervention efforts.

#### Aligned Metrics:

- Metric 3.1 – Chronic Absenteeism and Attendance Rate

Chronic absenteeism improved from the baseline rate of 25.1% in 2022–23 to 19.8% in 2024–25. Significant improvements were evident among unduplicated student groups, including:

- English Learners: 25.1% to 19.2%
- Low-Income Students: 32.5% to 24.8%
- Foster Youth: 50.0% to 38.1%
- Students with Disabilities: 35.1% to 28.0%

Additional improvements were observed among African American students (30.0% to 24.7%) and students identified as Two or More Races (34.3% to 24.6%).

These actions were effective because attendance monitoring, individualized outreach, family engagement, and intervention systems increased communication with families and addressed barriers preventing regular attendance, particularly for students experiencing the highest levels of absenteeism.

### Counseling, Mental Health, MTSS, and Behavioral Supports (Actions 3.11)

District counseling services, MTSS coordination, restorative practices, behavioral intervention supports, and SEL services positively contributed to improvements in attendance, school climate, student connectedness, family confidence, and reductions in expulsions.

#### Aligned Metrics:

- Metric 3.1 – Chronic Absenteeism
- Metric 3.3 – Suspension Rates
- Metric 3.4 – Expulsions
- Metric 3.5 – Student Safety and Connectedness
- Metric 3.6 – Parent Perceptions
- Metric 3.7 – Staff Perceptions

Spring 2026 California Healthy Kids Survey data demonstrated notable improvements in student perceptions of safety. Students reporting they felt safe at school increased from 46% to 64% in Grade 6, from 30% to 53% in Grade 7, and from 31% to 50% in Grade 8.

#### Parent survey results showed:

- 92% agreed adults care about their child.
- 90% agreed parents feel welcome at school.
- 90% agreed adults have high expectations for all students.

#### Staff survey results showed:

- 94% agreed adults care about every student.
- 88% agreed school is a safe place for staff.
- 85% agreed school is a safe place for students.

Expulsions decreased from seven students in 2023–24 to three students in 2024–25.

Chronic absenteeism also remained below baseline levels for key student groups, including English Learners, Low-Income Students, Foster Y

#### Youth, and Students with Disabilities.

These actions were effective because counseling, behavioral interventions, restorative approaches, and coordinated MTSS supports increased access to social-emotional, attendance, and behavioral services for students requiring additional intervention.

### School Climate, Safety, Supervision, and Student Welfare Systems (Actions 3.1, 3.2, 3.6, 3.8, 3.9)

The district continued strengthening school climate and campus safety through supervision systems, school safety planning, co-administrator support, cybersecurity protections, School Resource Officer services, student welfare supports, and professional learning focused on behavior and school climate.

#### Aligned Metrics:

- Metric 3.3 – Suspension Rates
- Metric 3.5 – Student Safety and Connectedness
- Metric 3.6 – Parent Perceptions
- Metric 3.7 – Staff Perceptions

Survey results demonstrated strong perceptions of school climate and safety:

- 83% of parents agreed or strongly agreed that school is a safe place for their child.
- 92% agreed adults care about their child.
- 90% agreed adults have high expectations for all students.
- 90% agreed parents feel welcome at school.
- 88% of staff agreed school is a safe place for staff.
- 85% of staff agreed school is a safe place for students.
- 94% of staff agreed adults care about every student.

These actions were effective because increased adult visibility, supervision, safety planning, student welfare supports, and school climate efforts strengthened perceptions of safety, trust, and connectedness among students, families, and staff.

Climate Data Collection and Continuous Improvement Systems (Action 3.12)

The California Healthy Kids Survey (CHKS), California School Parent Survey, and California School Staff Survey continued providing important information used to evaluate school climate, student connectedness, family engagement, and staff perceptions.

Aligned Metrics:

- Metric 3.5 – Student Safety and Connectedness
- Metric 3.6 – Parent Perceptions
- Metric 3.7 – Staff Perceptions

The district expanded CHKS participation to include Grades 3 and 4 during Spring 2026, increasing opportunities for student voice and establishing additional baseline data regarding student safety and connectedness.

This action was effective because survey results informed district decision-making, helped identify areas of strength, and highlighted ongoing needs related to attendance, connectedness, and student behavior supports.

Areas of Mixed or Limited Effectiveness

Behavioral Intervention Systems and Suspension Reduction Efforts (Actions 3.4, 3.7, 3.15)

Although restorative practices, MTSS systems, counseling supports, and SEL interventions were implemented districtwide, suspension disproportionality persisted among several student groups.

Aligned Metrics:

- Metric 3.3 – Suspension Rates
- Metric 3.4 – Expulsions

The overall suspension rate remained at 5.3%; however, disproportionality remained evident among student groups receiving targeted supports:

- Foster Youth: 28.6%
- African American Students: 15.8%
- Students with Disabilities: 9.3%
- Socioeconomically Disadvantaged Students: 7.2%
- Homeless Students: 11.8%
- English Learners: 4.2%

Although expulsions decreased from seven students to three students, these actions demonstrated mixed effectiveness because behavioral and mental health needs among some students exceeded current Tier 3 intervention capacity. Additional behavioral supports and individualized interventions remain necessary.

#### Student Connectedness (Actions 3.3, 3.11)

Student connectedness improved compared to baseline levels but remained inconsistent across grade levels.

#### Aligned Metrics:

- Metric 3.5 – Student Safety and Connectedness
- Metric 3.6 – Parent Perceptions
- Metric 3.7 – Staff Perceptions

Spring 2026 CHKS results showed student connectedness rates of approximately 70% in Grades 3–5, compared to 60% in Grade 6, 52% in Grade 7, and 48% in Grade 8.

These actions demonstrated partial effectiveness because student perceptions improved overall, but middle school students continued reporting lower levels of connectedness than elementary students. Additional relationship-building opportunities, student leadership experiences, and engagement strategies remain necessary.

#### MTSS Digital Platform and Intervention Monitoring Systems (Action 3.10)

#### Aligned Metrics:

- Metric 3.1 – Chronic Absenteeism
- Metric 3.3 – Suspension Rates
- Metric 3.4 – Expulsions
- Metric 3.5 – Student Safety and Connectedness

Action 3.10 remained in the exploration and evaluation phase during the 2025–26 school year. The district continued reviewing intervention tracking and MTSS data management systems but did not fully implement a districtwide platform.

Because implementation had not yet occurred, no measurable changes in attendance, suspension rates, expulsions, or student connectedness can be directly attributed to this action during the reporting period. This action demonstrated limited effectiveness during 2025–26 because implementation remained incomplete. The district expects future implementation to strengthen intervention monitoring, attendance tracking, behavior monitoring, and MTSS coordination.

#### Student Field Trips and Educational Activities (Action 3.14)

##### Aligned Metrics:

- Metric 3.5 – Student Safety and Connectedness

This action was implemented inconsistently because many school sites utilized PTA funding, donations, and site-based resources to support field trips and enrichment opportunities. While some sites used field trips and enrichment activities to strengthen student engagement and school connectedness, implementation varied across schools and expenditures remained below projected levels.

##### Overall Effectiveness

Overall, Goal 3 actions contributed to measurable progress in attendance, school safety, student connectedness, parent confidence, staff perceptions of school climate, and reductions in expulsions. Attendance outcomes improved for English Learners, Low-Income Students, Foster Youth, and Students with Disabilities, while school climate survey data reflected stronger perceptions of safety and belonging. Continued district refinement will prioritize reducing suspension disproportionality among Students with Disabilities, Foster Youth, African American students, and other student groups experiencing persistent disparities; strengthening Tier 3 behavioral interventions; increasing student connectedness at the middle school level; implementing stronger MTSS tracking systems; and expanding attendance interventions for students experiencing the highest levels of need.

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 2025–26 implementation data, California Healthy Kids Survey (CHKS) results, attendance and suspension trends, and educational partner feedback, OUESD will make the following changes to Goal 3 actions for the 2026–27 school year:

##### Expanded Tier 3 Behavioral and Mental Health Supports

The district will strengthen behavioral intervention systems by:

Expanding Tier 3 intervention and restorative practice supports.

Increasing coordination between counseling, MTSS, behavior, and attendance teams.

Strengthening individualized student support planning for students with significant behavioral and attendance needs.

Increasing behavioral intervention training and crisis response supports for staff.

Aligned Metrics: 3.3, 3.4, 3.5

#### Increased Student Connectedness and Engagement Supports

The district will strengthen student connectedness efforts by:

- Expanding student leadership, mentorship, and relationship-building opportunities.
- Increasing student voice opportunities through surveys and leadership groups.
- Reviewing SEL supports and engagement strategies to better meet student needs.
- Strengthening transition supports between grade spans.

Aligned Metrics: 3.5, 3.6

#### Strengthened Attendance Intervention Systems

The district will refine attendance supports by:

- Expanding individualized attendance intervention plans.
- Increasing proactive family outreach and case management supports.
- Improving attendance tracking and monitoring systems.
- Strengthening coordination between schools, counselors, and Child Welfare and Attendance services.
- Increasing monitoring of attendance trends for unduplicated student groups.

Aligned Metric: 3.1

#### Expanded Professional Development

The district will increase professional learning opportunities focused on:

- De-escalation strategies.
- Restorative practices.
- Trauma-informed care.
- Behavioral intervention and crisis response.
- PBIS and SEL implementation support.

Aligned Metrics: 3.3, 3.7

#### Enhanced Climate and Wellness Data Collection

The district will strengthen school climate data collection and analysis by:

- Continuing CHKS participation in grades 3–8.
- Increasing parent and staff survey participation efforts.
- Expanding use of survey results during site and district planning.
- Strengthening data review processes related to attendance, behavior, and school climate.
- Increasing opportunities for educational partner feedback regarding wellness and school climate initiatives.

Aligned Metrics: 3.5, 3.6, 3.7

Changes to Actions

Action 3.12 (California Healthy Kids Survey) will continue expanded participation in grades 3 and 4 implemented during 2025–26. Actions 3.2 and 3.6 are now contributing.

Goal 3 metrics and target outcomes will remain unchanged for 2026–27.  
No new Goal 3 actions are being added and no existing Goal 3 actions are being eliminated.

These changes were developed in response to district reflections regarding attendance trends, suspension disproportionality, student connectedness data, and educational partner feedback collected during the 2025–26 school year.

**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           |

| Action # | Title                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds    | Contributing |
|----------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 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. Add suspension data by student group, greater concern with safety and identified need based on disaggregated data, perceptions of student safety, support this more effectively than behavior data-- focus can be on adult building positive relationships vs punitive measures, priority around safety for students with community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | \$885,356.00   | Yes          |
| 3.3      | Counselors and Mental Health Professionals | <p>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.</p> <p>LREBG Action: The District has identified through a needs assessment the urgency to address the academic, social-emotional, and behavioral 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.</p> <p>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</p> | \$1,185,313.00 | Yes          |

| Action #   | Title         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds  | Contributing |
|------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |               | <p>practices, supervising mental health supports, and maintaining safe and supportive school climates.</p> <p>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</p> <p>Total = \$308,616.16 for 26-27.</p>                                                                                                                                                                                                                                                                                                                                                 |              |              |
| <b>3.4</b> | MTSS SEL Lead | <p>The MTSS (Multi-Tiered System of Support) Social Worker strives to lower suspension rates and disciplinary referrals by offering counseling and implementing alternative disciplinary measures such as mediation and restorative practices. They assist teachers and administrators in developing behavior intervention plans and ensuring consistent discipline policies and lead our African American Parent Advisory group and collaborates with staff in the Learnign Support Services Division on supports necessary for students. The MTSS SEL LEAD focuses on collaboration with Parent Community Specialist, Directors of Special Education and Curriculum and Instruction, Child Welfare and Attendance, School Counselors, School Psychologists, and site administrators focused on fascilitating an MTSS approach to best serve special student community groups (Foster Youth, Homeless, EL, Special Education, African American, Low Social Economic, etc.). 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.</p> | \$186,704.00 | Yes          |

| Action # | Title                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|----------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 3.5      | Child Welfare and Attendance (CWA) | The Coordinator Child Welfare and Attendance 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$254,851.00 | Yes          |
| 3.6      | School Resource Officer            | <p>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.</p> <p>District Data on Chronic Absenteeism for 2024-2025<br/> All Students = 19.85%<br/> Low Income students = 24.8%<br/> Foster Youth students = 28.6%</p> <p>District Data on Suspensions for 2024-2025<br/> All Students = 5.3%<br/> Low Income students = 7.2%<br/> Foster Youth students = 28.6%</p> <p>2026 CHKS data is not disaggregated for unduplicated populations, with the exception of English Learners. The District wide Middle school data is below.</p> <p>Feeling safe at school<br/> 6th Grade = 46%<br/> 7th Grade = 30%<br/> 8th Grade = 31%</p> <p>Connected to school<br/> 6th Grade = 49%<br/> 7th Grade = 37%<br/> 8th Grade = 36%</p> | \$75,652.00  | Yes          |

| Action #    | Title                                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Total Funds | Contributing |
|-------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|             |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |              |
| <b>3.7</b>  | 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. | \$17,819.00 | No           |
| <b>3.8</b>  | 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.                                                                                                                                                                | \$0.00      | No           |
| <b>3.9</b>  | 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           |
| <b>3.10</b> | 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.                                                                                                                           | \$13,250.00 | No           |
| <b>3.11</b> | 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                                                                                                                                                                                    | \$4,500.00  | Yes          |

| Action #    | Title                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Total Funds  | Contributing |
|-------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                | <p>proactive behavioral strategies, social-emotional skills, and integrated academic support to enhance student well-being, academic performance, and the overall school community. In addition we are analyzing our SEL programs to ensure they are meeting the needs of our UPP students by providing a continuum of SEL services at various tiers.</p> <p>Our Spring of 2024 CHKS data shows:</p> <p>Feeling safe at school</p> <p>5th Grade = 78%</p> <p>6th Grade = 46%</p> <p>7th Grade = 30%</p> <p>8th Grade = 31%</p><br><p>Feeling safe to and from school</p> <p>5th Grade = 83%</p><br><p>Connected to school</p> <p>5th Grade = 75%</p> <p>6th Grade = 49%</p> <p>7th Grade = 37%</p> <p>8th Grade = 36%</p> |              |              |
| <b>3.12</b> | 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. Third and Fourth grade will participate on the CSHS starting Spring of 2026 in order to ensure more student voices are used to continue developing District programs as It enables the district to collect and analyze data regarding health risks and behaviors, school connectedness, school climate, protective factors, and school violence.                                                                                                             | \$3,945.00   | No           |
| <b>3.13</b> | 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                                                                                                                                                                                                                                                                                                                                                                                                                    | \$210,217.00 | Yes          |

| Action #    | Title                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds    | Contributing |
|-------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|             |                                                | regularly. This action is focused on addressing students in our red indicators for suspension and attendance.                                                                                                                                                                                                                                                                                                                                       |                |              |
| <b>3.14</b> | 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           |
| <b>3.15</b> | 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.  | \$1,249,139.00 | Yes          |
| <b>3.16</b> | 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. | \$515,437.00   | Yes          |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Type of Goal |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 4      | <p>All students will engage in high-quality learning experiences.</p> <p>Expectation: All OUESD students will have equitable learning experiences across all content areas.</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"><li>• Provide professional development to enhance the delivery of high-quality instructional practices.</li><li>• Implement various assessments, including universal screeners, diagnostic tests, and interim assessments.</li><li>• Offer learning opportunities for students through intervention and enrichment.</li><li>• Address specific academic, social-emotional, and physical needs of African American, English Learners, special needs, and socio-economically disadvantaged students.</li><li>• Implement a Multiple-Tiered System of Support (MTSS).</li></ul> | 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. Oakley is in technical assistance and there are several actions that address the reason for the need of technical assistance. This comprehensive approach utilized educational partner feedback, to not only closes achievement gaps but also promotes a more inclusive and equitable learning environment where every student has the opportunity to excel academically and 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<br><br>Priority 4A: Student Achievement<br>Source: CAASPP<br>Website <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a> | Based on SY 2022 - 2023 SBAC Data<br>All Students = 22.3%<br>SwD = 6.9%<br>SED = 13.9%<br>EL = 6.8%<br>LTEL = 1.4%<br>Foster Youth = 16.7%<br>AmlnAlNat = 15.0%<br>AfrAm = 12.4%<br>Asian = 38.2%<br>Fil = 47.2%<br>His/Latx = 15.2%<br>NatHa/PI = 6.3%<br>White = 30.4%<br>2 or More = 21.6% | Based on SY 2023 - 2024 SBAC Data<br><br>All Students = 24.66%<br>SwD = 8.2%<br>SED = 17.87%<br>EL = 7.91%<br>LTEL = 0.0%<br>Foster Youth = NA (<11 students tested)<br>AmlnAlNat = 12.5%<br>AfrAm = 14.91%<br>Asian = 36.91%<br>Fil = 50.88%<br>His/Latx = 18.06%<br>NatHa/PI = 14.28%<br>White = 31.30%<br>2 or More = 30.97% | Based on SY 2024-2025<br><br>All Students = 24.32%<br>SwD = 8.64%<br>SED = 15.68%<br>EL = 7.72%<br>LTEL = 3.08%<br>Foster Youth = NA (<11 students tested)<br>AmlnAlNat = NA (<11 students tested)<br>AfrAm = 14.47%<br>Asian = 34.46%<br>Fil = 50.44%<br>His/Latx = 18.42%<br>NatHa/PI = 12.00%<br>White = 29.18%<br>2 or More = 30.72% | Improve overall math proficiency by year 3<br>All Students: At least +5%<br>SwD: At least +10%<br>SED: At least +8%<br>EL: At least +10%<br>LTEL: At least +15%<br>Foster Youth: At least +10%<br>AmlnAlNat: At least +10%<br>AfrAm: At least +10%<br>Fil = maintain<br>Asian: At least +5%<br>His/Latx: At least +8%<br>NatHa/PI: At least +10%<br>White: At least +5%<br>2 or More: At least +5% | All Students +2.02<br>SwD +1.74<br>SED +1.78<br>EL +0.92<br>LTEL +1.68<br>Foster Youth N/A<br>AmlnAlNat N/A<br>AfrAm +2.07<br>Asian -3.74<br>Fil +3.24<br>His/Latx +3.22<br>NatHa/PI +5.70<br>White -1.22<br>2 or More +9.12 |
| 4.2      | SBAC ELA Academic Indicator for English Language Arts - % of students who met or exceeded standards                                                                                                                                                            | Based on SY 2022 - 2023 SBAC Data<br>All Students = 36.7%<br>SwD = 10.0%<br>SED = 25.7%<br>EL = 4.8%                                                                                                                                                                                          | Based on SY 2023 - 2024 SBAC Data<br><br>All Students = 38.83%<br>SwD = 9.98%                                                                                                                                                                                                                                                   | Based on SY 2024-2025<br><br>All Students = 35.95%<br>SwD = 10.45%                                                                                                                                                                                                                                                                       | Improve overall ELA proficiency by year 3<br>All Students: At least +5%                                                                                                                                                                                                                                                                                                                            | All Students -0.75<br>SwD +0.45<br>SED +0.06<br>EL +3.02<br>LTEL -1.38<br>Foster Youth N/A                                                                                                                                   |

| Metric # | Metric                                                                                                                                                                                                                                | Baseline                                                                                                                                                                                                                            | Year 1 Outcome                                                                                                                                                                                                                                   | Year 2 Outcome                                                                                                                                                                                                                                                      | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                              | Current Difference from Baseline                                                                                                                                      |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Priority 4A: Student Achievement<br>Source: CAASPP<br>Website <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a>                                                                   | LTEL = 2.9%<br>Foster Youth = 25.0%<br>AmlnAlNat = 30.0%<br>AfrAm = 26.6%<br>Asian = 48.7%<br>Fil = 67.1%<br>His/Latx = 30.4%<br>NatHa/PI = 21.9%<br>2 or More = 34.4%<br>White = 42.9%                                             | SED = 29.61%<br>EL = 7.92%<br>LTEL = 1.59%<br>Foster Youth = NA (<11 students tested)<br>AmlnAlNat = 12.5%<br>AfrAm = 28.41%<br>Asian = 51.35%<br>Fil = 66.08%<br>His/Latx = 32.32%<br>NatHa/PI = 28.57%<br>White = 45.14%<br>2 or More = 47.78% | SED = 25.76%<br>EL = 7.82%<br>LTEL = 1.52%<br>Foster Youth = NA (<11 students tested)<br>AmlnAlNat = NA (<11 students tested)<br>AfrAm = 25.46%<br>Asian = 48.30%<br>Fil = 60.36%<br>His/Latx = 30.57%<br>NatHa/PI = 24.00%<br>White = 40.05%<br>2 or More = 43.27% | SwD: At least +10%<br>SED: At least +8%<br>EL: At least +10%<br>LTEL: At least +15%<br>Foster Youth: At least +10%<br>AmlnAlNat: At least +10%<br>AfrAm: At least +10%<br>Fil = amintain<br>Asian: At least +5%<br>His/Latx: At least +8%<br>NatHa/PI: At least +10%<br>White: At least +5%<br>2 or More: At least +5% | AmlnAlNat N/A<br>AfrAm -1.14<br>Asian -0.40<br>Fil -6.74<br>His/Latx +0.17<br>NatHa/PI +2.10<br>White -2.85<br>2 or More +8.87                                        |
| 4.3      | CAST Scores<br>% of students who met or exceeded standards<br><br>Priority 4A: Student Achievement<br>Source: CAASPP<br>Website <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a> | Based on SY 2022 - 2023 SBAC Data<br>All Students = 21.1 %<br>SwD = 6.8 %<br>SED = 14.9 %<br>EL = 0.8 %<br>LTEL = 0 %<br>AfrAm = 19.1 %<br>Asian = 42.1 %<br>Fil = 48.0 %<br>His/Latx = 14.0%<br>2 or More = 31.0%<br>White = 22.6% | Based on SY 2023 - 2024 SBAC Data<br><br>All Students = 19.81%<br>SwD = 6.29%<br>SED = 14.48%<br>EL = 2.35%<br>LTEL = NA (<11 students tested)<br>AfrAm = 9.18%<br>Asian = 47.62%<br>Fil = 43.05%                                                | Based on SY 2024-2025<br><br>All Students = 22.36%<br>SwD = 6.99%<br>SED = 14.10%<br>EL = 1.20%<br>LTEL = 0.00%<br>AfrAm = 9.57%<br>Asian = 27.46%<br>Fil = 45.57%<br>His/Latx = 16.17%                                                                             | Improve overall CAST proficiency by year 3<br>Improve overall CAST proficiency<br>All Students: At least +5%<br>SwD: At least +10%<br>SED: At least +8%<br>EL: At least +10%<br>LTEL: At least +15%                                                                                                                    | All Students +1.26<br>SwD +0.19<br>SED -0.80<br>EL +0.40<br>LTEL 0.00<br>AfrAm -9.53<br>Asian -14.64<br>Fil -2.43<br>His/Latx +2.17<br>White +6.97<br>2 or More -9.12 |

| Metric # | Metric                                                                                                                                                                                                                                                                                           | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                       | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                          | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                        | Current Difference from Baseline                                                                                                                                                                      |
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|          |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                            | His/Latx = 13.36%<br>White = 25.44%<br>2 or More = 38.71%                                                                                                                                                                                                                                                                                                            | White = 29.57%<br>2 or More = 21.88%                                                                                                                                                                                                                                                                                                                                    | AfrAm: At least +5%<br>Asian: At least +5%<br>Fil: At least +5%<br>His/Latx: At least +8%<br>2 or More: At least +5%<br>White: At least +5%                                                                                                                                                                                                                      |                                                                                                                                                                                                       |
| 4.4      | Distance from Lowest Possible Score for Standard Met for Mathematics<br><br>Priority 4A: Student Achievement<br>Source: California School Dashboard<br><a href="https://www.caschooldashboard.org/reports/07617620000000/2023">https://www.caschooldashboard.org/reports/07617620000000/2023</a> | SY 2022 - 2023<br>Distance from Standard for Mathematics<br>All Students = 75.2 points below<br>SwD = 142.4 points below<br>SED = 100.5 points below<br>EL = 107.9 points below<br>Foster Youth = 135.5 points below<br>AmlnAlNat = 93.4 points below<br>AfrAm = 108 points below<br>Asian = 32.7 points below<br>Fil = 11.3 points below<br>His/Latx = 92.8 points below<br>NatHa/PI = 85.3 points below<br>2 or More = 74.1 points below | SY 2023 - 2024<br><br>Distance from Standard for Mathematics<br>All Students = 73.7 points below<br>SwD = 141.5 points below<br>SED = 95.9 points below<br>EL = 105.9 points below<br>Foster Youth = (<11 students tested)<br>AmlnAlNat = 127.9 points below<br>AfrAm = 106.5 points below<br>Asian = 26.4 points below<br>Fil = 9.8 points below<br>His/Latx = 89.9 | SY 2024 - 2025<br><br>Distance from Standard for Mathematics<br>All Students = 73.3 points below standard<br>SwD = 140.6 points below standard<br>SED = 96.3 points below standard<br>EL = 109.2 points below standard<br>Foster Youth = (<11 students tested)<br>AmlnAlNat = (<11 students tested)<br>AfrAm = 108.2 points below standard<br>Asian = 40.2 points below | Improve overall Math proficiency by year 3<br>Distance from Standard for Mathematics<br>All Students = 55.2 points below<br>SwD = 102.4 points below<br>SED = 70.5 points below<br>EL = 87.9 points below<br>Foster Youth = 65.5 points below<br>AmlnAlNat = 63.4 points below<br>AfrAm = 78 points below<br>Asian = 28.7 points below<br>Fil = 8.3 points below | All Students +1.9<br>SwD +1.8<br>SED +4.2<br>EL -1.3<br>Foster Youth N/A<br>AmlnAlNat N/A<br>AfrAm -0.2<br>Asian -7.5<br>Fil -1.5<br>His/Latx +4.0<br>NatHa/PI -15.0<br>2 or More +18.6<br>White -1.1 |

| Metric # | Metric                                                                                                                                                                                                                                                                                                     | Baseline                                                                                                                                                                                                                                                                                                                                                                                   | Year 1 Outcome                                                                                                                                                                                                                                                                                          | Year 2 Outcome                                                                                                                                                                                                                                                                                                                 | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                 | Current Difference from Baseline                                                                                                                                                                     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                                                                                                                                            | White = 55.1 points below                                                                                                                                                                                                                                                                                                                                                                  | points below<br>NatHa/PI = 101.1 points below<br>2 or More = 62.9 points below<br>White = 55.5 points below                                                                                                                                                                                             | standard<br>Fil = 12.8 points below standard<br>His/Latx = 88.8 points below standard<br>NatHa/PI = 100.3 points below standard<br>2 or More = 55.5 points below standard<br>White = 56.2 points below standard                                                                                                                | His/Latx = 62.8 points below<br>NatHa/PI = 60.3 points below<br>2 or More = 60.1 points below<br>White = 55.1 points below                                                                                                                                                                                                |                                                                                                                                                                                                      |
| 4.5      | Distance from Lowest Possible Score for Standard Met for English Language Arts<br><br>Priority 4A: Student Achievement<br>Source: California School Dashboard<br><a href="https://www.caschooldashboard.org/reports/07617620000000/2023">https://www.caschooldashboard.org/reports/07617620000000/2023</a> | SY 2022 - 2023<br>Distance from Standard for ELA<br>All Students = 35.5 points below<br>SwD = 115 points below<br>SED = 62.6 points below<br>EL = 69.6 points below<br>Foster Youth = 92.8 points below<br>AmlnAlNat = 67.8 points below<br>AfrAm = 64.6 points below<br>Asian = 2 points below<br>Fil = 35.7 points above<br>His/Latx = 49.7 points below<br>NatHa/PI = 41.5 points below | SY 2023 - 2024<br><br>Distance from Standard for ELA<br>All Students = 34.2 points below<br>SwD = 113 points below<br>SED = 56.6 points below<br>EL = 68.2 points below<br>Foster Youth = (<11 students tested)<br>AmlnAlNat = 110.8 points below<br>AfrAm = 61.2 points below<br>Asian = 1 point above | SY 2024 - 2025<br><br>Distance from Standard for ELA<br>All Students = 34.5 points below standard<br>SwD = 113.5 points below standard<br>SED = 57.1 points below standard<br>EL = 69.9 points below standard<br>Foster Youth = (<11 students tested)<br>AmlnAlNat = (<11 students tested)<br>AfrAm = 62 points below standard | Improve overall ELA proficiency by year 3<br>Distance from Standard for ELA<br>All Students = 25.5 points below<br>SwD = 75 points below<br>SED = 42.6 points below<br>EL = 54.6 points below<br>Foster Youth = 52.8 points below<br>AmlnAlNat = 37.8 points below<br>AfrAm = 34.6 points below<br>Asian = 2 points below | All Students +1.0<br>SwD +1.5<br>SED +5.5<br>EL -0.3<br>Foster Youth N/A<br>AmlnAlNat N/A<br>AfrAm +2.6<br>Asian -8.6<br>Fil -9.9<br>His/Latx +1.7<br>NatHa/PI -3.9<br>2 or More +13.5<br>White +0.5 |

| Metric # | Metric                                                                                                                                                                                                                                  | Baseline                                                                                                           | Year 1 Outcome                                                                                                                                      | Year 2 Outcome                                                                                                                                                                                                                                    | Target for Year 3 Outcome                                                                                                                             | Current Difference from Baseline |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |                                                                                                                                                                                                                                         | 2 or More = 37.3 points below<br>White = 21.9 points below                                                         | Fil = 30.6 points above<br>His/Latx = 49 points below<br>NatHa/PI = 53.9 points below<br>2 or More = 28.1 points below<br>White = 18.3 points below | Asian = 10.6 points below standard<br>Fil = 25.8 points above standard<br>His/Latx = 48 points below standard<br>NatHa/PI = 45.4 points below standard (no color)<br>2 or More = 23.8 points below standard<br>White = 21.4 points below standard | Fil = 25.7 points above<br>His/Latx = 34.7 points below<br>NatHa/PI = 31.5 points below<br>2 or More = 27.3 points below<br>White = 11.9 points below |                                  |
| 4.6      | % of English Learner students making progress toward English language proficiency on the ELPAC<br><br>Priority 4E: Student Achievement<br>Source: <a href="https://caaspp-elpac.ets.org/elpac/">https://caaspp-elpac.ets.org/elpac/</a> | 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).                                                     | 15.46% of OUESD English Learners scored at Level 4 in the Spring 2025 ELPAC Summative.                                                                                                                                                            | Improve overall EL proficiency by year 3<br>25% of OUESD English Learners will score at Level 4 in ELPAC                                              | Difference: -2.02%               |
| 4.7      | % of English Learner students making progress toward English language proficiency on the ELPAC<br><br>Priority 4E: Student Achievement<br>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                                | 43.8% of OUESD English Learners are making progress towards proficiency in English language in the Spring 2025 ELPAC                                                                                                                              | Improve overall ELPAC proficiency by year 3<br>60% of OUESD English Learners will make progress towards proficiency in English language               | Difference: -10.2%               |

| Metric # | Metric                                                                                                                                                                                                                                              | Baseline                                                                                                                                                                              | Year 1 Outcome                                                                                                                                                                        | Year 2 Outcome                                                                                                                                                                        | Target for Year 3 Outcome                                                                                                                                                                     | Current Difference from Baseline       |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 4.8      | % of English Learner students reclassified as Fluent English Proficient<br><br>Priority 4F: Student Achievement<br>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                                                                       | During the School Year 2024-25, 5.0% of OUESD English Learner student reclassified as Fluent English Proficient                                                                       | Improve overall EL proficiency by year 3<br>8% of OUESD English Learner students will reclassified as Fluent English Proficient                                                               | Difference from Baseline:<br><br>-0.6% |
| 4.9      | % of schools offer courses in Physical Education, English, Social Science, World Language, Science, Math, Applied Arts, as applicable<br><br>Priority 7A: Course Access<br>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 | During the 25-26 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<br>Maintain 100%                                                                                                                                      | Difference: 0%                         |
| 4.10     | % of low-income, English Learner, or Foster Youth students who participate in before and after-school programs<br><br>Priority 7B: Course Access<br>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                                                           | In 2025-2026, 34% 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: +12%                       |

| Metric # | Metric                                                                                                                                                                            | Baseline                                                                                                                                                                                          | Year 1 Outcome                                                                                                                                                          | Year 2 Outcome                                                                                                                                                                                             | Target for Year 3 Outcome                                                                                                                 | Current Difference from Baseline                                                                                                                                      |
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| 4.11     | Triennial Assessment Completion Rate<br><br>Priority 7C: Course Access<br>Source: Local Data                                                                                      | In 2023-2024, 89% of Triennial Completed on time                                                                                                                                                  | In 2024-2025, 88% of Triennial Completed on time                                                                                                                        | During the 2025-2026 school year, 85.7% of Triennial completed on time.                                                                                                                                    | Improve overall completion rate by year 3 By SY 2026-2027 OUESD 100% Triennial Completion on time                                         | Difference from baseline is -3.3%                                                                                                                                     |
| 4.12     | Number of professional development focused on intervention strategies for Students with Disabilities<br><br>Priority 7C: Course Access<br>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.                                                         | During the 2025-26 school year including both District Professional Development Days and CLT sessions, the District offered 25 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 +21.                                                                                                                                      |
| 4.13     | Star Early Literacy<br><br>Source: Local Assessment Data                                                                                                                          | 2023-2024 Star Early Literacy Proficiency Rate<br><br>BOY (Fall)<br>All Students = 36%<br>African American = 32.5%<br>Native American = 38.6%<br>Asian = 43.3%<br>Latinx = 29.6%<br>White = 43.4% | 2024-2025 Star Early Literacy Proficiency Rate (PR40)<br><br>BOY (Fall)<br>All Students = 43.4%<br>African American = 41.6%<br>Native American = 43.2%<br>Asian = 57.1% | 2025-2026 Star Early Literacy Proficiency Rate (PR50)<br><br>BOY (Fall)<br>All Students = 34.6%<br>African American = 32.6%<br>Native American = 36.4%<br>Asian = 43.3%                                    | Improve overall ELA proficiency by year 3, Star Early Literacy Proficiency Rate will increase by 10% for all students and student groups. | BOY (Fall)<br>Difference Student Group<br>Difference<br>All Students -1.4<br>African American +0.1<br>Native American - 2.2<br>Asian 0.0<br>Latinx -3.2<br>White +0.8 |

| Metric # | Metric                                            | Baseline                                                                                                                                                                                                                                                                                                                                    | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                  | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                        | Target for Year 3 Outcome                                                                        | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                         |
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|          |                                                   | <p>MOY (Winter)<br/>All Students = 44.6%<br/>African American = 38.0%<br/>Native American = 43.4%<br/>Asian = 55.8%<br/>Latinx = 39.4%<br/>White = 51.1%</p> <p>EOY (Spring)<br/>All Students = 43.4%<br/>African American = 36.0%<br/>Native American = 49.1%<br/>Asian = 52.1%<br/>Latinx = 35.5%<br/>White = 52.1%<br/>White = 52.1%</p> | <p>Latinx = 38.6%<br/>White = 45%</p> <p>MOY (Winter)<br/>All Students = 49.1%<br/>African American = 46.8%<br/>Native American = 48.6%<br/>Asian = 61.1%<br/>Latinx = 41.1%<br/>White = 59.2%</p> <p>EOY (Spring)<br/>All Students = 46.1%<br/>African American = 39.2%<br/>Native American = 45.8%<br/>Asian = 56.5%<br/>Latinx = 39.9%<br/>White = 54.6%</p> | <p>Latinx = 26.4%<br/>White = 44.2%<br/>English Learners = NA%</p> <p>MOY (Winter)<br/>All Students = 40.9%<br/>African American = 36%<br/>Native American = 42.8%<br/>Asian = 53.5%<br/>Latinx = 32.2%<br/>White = 50.9%</p> <p>EOY (Spring)<br/>All Students = 42.6%<br/>African American = 36.3%<br/>Native American = 47.4%<br/>Asian = 53.4%<br/>Latinx = 34.6%<br/>White = 50.6%<br/>English Learners = NA%</p> |                                                                                                  | <p>MOY (Winter)<br/>Difference<br/>Student Group<br/>Difference<br/>All Students -3.7<br/>African American - 2.0<br/>Native American - 0.6<br/>Asian -2.3<br/>Latinx -7.2<br/>White -0.2</p> <p>EOY (Spring)<br/>Difference<br/>Student Group<br/>Difference<br/>All Students -0.8<br/>African American +0.3<br/>Native American - 1.7<br/>Asian +1.3<br/>Latinx -0.9<br/>White -1.5</p> |
| 4.14     | Star Reading<br><br>Source: Local Assessment Data | <p>2023-2024 Star Reading Proficiency Rate (State Benchmark)</p> <p>BOY (Fall)<br/>All Students = 42.4%</p>                                                                                                                                                                                                                                 | <p>2024-2025 Star Reading Proficiency Rate (State Benchmark)</p> <p>BOY (Fall)</p>                                                                                                                                                                                                                                                                              | <p>2025-2026 Star Reading Proficiency Rate (State Benchmark)</p> <p>BOY (Fall)</p>                                                                                                                                                                                                                                                                                                                                    | <p>Improve overall ELA proficiency by year 3, Star Reading Proficiency Rate will increase by</p> | <p>BOY (Fall)<br/>Difference<br/>Student Group<br/>Difference<br/>All Students +1.4</p>                                                                                                                                                                                                                                                                                                  |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Target for Year 3 Outcome                | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|          |        | African American = 31.8%<br>Native American = 44.7%<br>Asian = 57.6%<br>Latinx = 36.0%<br>White = 50.4%<br>English Learners = 27.3%<br><br>MOY (Winter)<br>All Students = 44.2%<br>African American = 34.7%<br>Native American = 42.7%<br>Asian = 56.9%<br>Latinx = 37.5%<br>White = 53.5%<br>English Learners = 25.9%<br><br>EOY (Spring)<br>All Students = 43.5%<br>African American = 35.1%<br>Native American = 41.9%<br>Asian = 53.9%<br>Latinx = 37.0%<br>White = 53.1%<br>English Learners = 30.8% | All Students = 43.1%<br>African American = 34%<br>Native American = 46.4%<br>Asian = 58.8%<br>Latinx = 35%<br>White = 51.5%<br>English Learners = 25.6%<br><br>MOY (Winter)<br>All Students = 45.3%<br>African American = 38%<br>Native American = 45.9%<br>Asian = 61%<br>Latinx = 37.7%<br>White = 52.9%<br>English Learners = 27.7%<br><br>EOY (Spring)<br>All Students = 44.3%<br>African American = 37.5%<br>Native American = 46.2%<br>Asian = 58.3%<br>Latinx = 37%<br>White = 51.6% | All Students = 43.8%<br>African American = 32.7%<br>Native American = 50.2%<br>Asian = 56.6%<br>Latinx = 36.5%<br>White = 52.5%<br>English Learners = 36.2%<br><br>MOY (Winter)<br>All Students = 47.1%<br>African American = 38%<br>Native American = 51.7%<br>Asian = 58.5%<br>Latinx = 40.8%<br>White = 54.8%<br>English Learners = 42.1%<br><br>EOY (Spring)<br>All Students = 43.99%<br>African American = 34.9%<br>Native American = 46.2%<br>Asian = 54.5%<br>Latinx = 39.1%<br>White = 50.6% | 10% for all students and student groups. | African American +0.9<br>Native American +5.5<br>Asian -1.0<br>Latinx +0.5<br>White +2.1<br>English Learners +8.9<br><br>MOY (Winter)<br>Difference Student Group<br>Difference All Students +2.9<br>African American +3.3<br>Native American +9.0<br>Asian +1.6<br>Latinx +3.3<br>White +1.3<br>English Learners +16.2<br><br>EOY (Spring)<br>Difference Student Group<br>Difference All Students +0.49<br>African American - 0.2<br>Native American +4.3<br>Asian +0.6<br>Latinx +2.1 |

| Metric # | Metric                                                | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                  | Target for Year 3 Outcome                                                                                                       | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | English Learners = 30.5%                                                                                                                                                                                                                                                                                                                                                                                                                        | English Learners = 37.3%                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                 | White -2.5<br>English Learners +6.5                                                                                                                                                                                                                                                                                                                                                                                                |
| 4.15     | Star Mathematics<br><br>Source: Local Assessment Data | 2023-2024 Star Mathematics Proficiency Rate (State Benchmark)<br><br>BOY (Fall)<br>All Students = 31.2%<br>African American = 20.2%<br>Native American = 31.9%<br>Asian = 50.8%<br>Latinx = 24.9%<br>White = 36.7%<br>English Learners = 10.1%<br><br>MOY (Winter)<br>All Students = 31.0%<br>African American = 21.4%<br>Native American = 31.6%<br>Asian = 48.1%<br>Latinx = 25.3%<br>White = 36.0%<br>English Learners = 9.6%<br><br>EOY (Spring)<br>All Students = 24.8 %<br>African American = 15.2% | 2024-2025 Star Mathematics Proficiency Rate (State Benchmark)<br><br>BOY (Fall)<br>All Students = 29.8%<br>African American = 19.7%<br>Native American = 31.6%<br>Asian = 49.8%<br>Latinx = 23%<br>White = 34.9%<br>English Learners = 6.1%<br><br>MOY (Winter)<br>All Students = 30.4%<br>African American = 20.1%<br>Native American = 31.5%<br>Asian = 47.3%<br>Latinx = 25%<br>White = 35.1%<br>English Learners = 6.3%<br><br>EOY (Spring) | 2025-2026 Star Mathematics Proficiency Rate (State Benchmark)<br><br>BOY (Fall)<br>All Students = 29.8%<br>African American = 21%<br>Native American = 29%<br>Asian = 48.3%<br>Latinx = 24.5%<br>White = 33.6%<br>English Learners = 15.5%<br><br>MOY (Winter)<br>All Students = 31.9%<br>African American = 22.6%<br>Native American = 36.2%<br>Asian = 48.6%<br>Latinx = 25%<br>White = 37.5%<br>English Learners = 19.3%<br><br>EOY (Spring) | Improve overall Math proficiency by year 3 Star Math Proficiency Rate will increase by 10% for all students and student groups. | BOY (Fall)<br>Difference Student Group Difference<br>All Students -1.4<br>African American +0.8<br>Native American -2.9<br>Asian -2.5<br>Latinx -0.4<br>White -3.1<br>English Learners +5.4<br><br>MOY (Winter)<br>Difference Student Group Difference<br>All Students +0.9<br>African American +1.2<br>Native American +4.6<br>Asian +0.5<br>Latinx -0.3<br>White +1.5<br>English Learners +9.7<br><br>EOY (Spring)<br>Difference |

| Metric # | Metric                                                                                                             | Baseline                                                                                                                                                            | Year 1 Outcome                                                                                                                                                     | Year 2 Outcome                                                                                                                                                  | Target for Year 3 Outcome                                                | Current Difference from Baseline                                                                                                                                    |
|----------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                    | Native American = 25.3%<br>Asian = 43.1%<br>Latinx = 18.7%<br>White = 30.2%<br>English Learners = 7.6%                                                              | All Students = 25.5%<br>African American = 15.3%<br>Native American = 26.7%<br>Asian = 40.4%<br>Latinx = 20%<br>White = 30.9%<br>English Learners = 6.3%           | All Students = 26.99%<br>African American = 19.6%<br>Native American = 27.7%<br>Asian = 41.7%<br>Latinx = 21.3%<br>White = 32.4%<br>English Learners = 14.8%    |                                                                          | Student Group Difference<br>All Students +2.19<br>African American +4.4<br>Native American +2.4<br>Asian -1.4<br>Latinx +2.6<br>White +2.2<br>English Learners +7.2 |
| 4.16     | Student Enrollment in Elective Courses<br><br>Priority 8: Other Student Outcomes<br>Source:                        | 2023-2024 Enrollment in the following elective courses:<br>Music -362<br>Arts - 587<br>Drama - 219<br>Band - 62<br>Robotics - 0<br>Spanish - 31<br>Technology - 616 | 2024-2025 Enrollment in the following elective courses:<br>Music -79<br>Arts - 507<br>Drama - 20<br>Band - 189<br>Robotics - 0<br>Spanish - 99<br>Technology - 595 | 2025-2026 Enrollment in the following elective courses:<br>Music -60<br>Arts - 523<br>Drama -0<br>Band - 200<br>Robotics -0<br>Spanish - 98<br>Technology – 556 | Increased the number of students enrolled in these courses by 10%        | Elective Course Difference<br>Music -302<br>Arts -64<br>Drama -219<br>Band +138<br>Robotics 0<br>Spanish +67<br>Technology -60                                      |
| 4.17     | % English Learners who are Long Term English Learners<br><br>Priority 4F: Student Achievement<br>Source: DataQuest | S.Y. 2023 - 2024<br>Long Term EL= 7.4%                                                                                                                              | SY 2024-2025<br>Long Term EL= 10.68%                                                                                                                               | SY 2025-2026<br>Long Term EL= 11.2%                                                                                                                             | Improve overall EL proficiency by year 3<br>Long Term EL= Decrease by 3% | Change: +3.8%.                                                                                                                                                      |

## Goal Analysis [2025-26]

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

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

During the 2025–26 school year, OUESD largely implemented the planned actions under Goal 4 with fidelity, focusing on expanding academic supports, enhancing instructional quality, strengthening intervention systems, supporting English Learner progress, and improving access to high-quality learning experiences. Actions were aligned to address academic performance gaps identified through CAASPP, ELPAC, CAST, STAR assessments, course access data, and local implementation data, with particular attention to English Learners, Students with Disabilities, Foster Youth, socioeconomically disadvantaged students, and historically underserved student groups.

### Key Implementation Successes and Aligned Metrics

#### Action 4.1: Learning Platforms for Students with Individualized Education Plans

OUESD implemented learning platforms and specialized resources to support students with Individualized Education Plans. These resources provided additional instructional access, accommodations, and personalized supports aligned to students' learning needs. This action supported differentiated instruction and intervention for Students with Disabilities.

#### Aligned Metrics:

Metric 4.4 – Distance from Standard in Math for Students with Disabilities improved from 142.4 points below standard to 140.6 points below standard.

Metric 4.5 – Distance from Standard in ELA for Students with Disabilities improved from 115 points below standard to 113.5 points below standard.

Metric 4.12 – Professional development focused on intervention strategies for Students with Disabilities increased from 4 sessions at baseline to 25 sessions.

#### Action 4.2: Expanded Learning Intervention/Tutorials

OUESD aligned Expanded Learning Opportunities to support site intervention through a clearly defined process. The district offered intersession opportunities during the two-week Fall and Spring Breaks, with a summer session planned for June. Before and after-school program participation for low-income, English Learner, and Foster Youth students increased from 22% to 24%, showing a 2 percentage point increase from baseline.

#### Aligned Metric:

Metric 4.10 – Participation in before- and after-school programs increased from 22% to 24%.

#### Action 4.3: Instructional Paraprofessional Support

OUESD provided instructional paraprofessional support to increase early intervention and classroom-based academic support, particularly for English Learners, Foster Youth, and low-income students. Paraeducators provided push-in support, assisted with small-group instruction, and supported students needing additional academic assistance. This action helped expand differentiated support during core instruction and intervention periods.

#### Aligned Metrics:

Metric 4.1 – SBAC Math proficiency increased from 22.3% at baseline to 24.32%.

Metric 4.2 – SBAC ELA proficiency for English Learners increased from 4.8% at baseline to 7.82%.

Metric 4.14 – STAR Reading proficiency for English Learners increased from 30.8% at baseline to 37.3%.

Metric 4.15 – STAR Math proficiency for English Learners increased from 7.6% at baseline to 14.8%.

#### Action 4.4: Online Learning Platform

OUESD continued implementation of Freckle for ELA and Math from Renaissance. Lalilo, an online foundational reading program from Renaissance, was added to replace Lexia and reduce costs while continuing to support foundational literacy practice and differentiated instruction. These platforms provided adaptive practice opportunities aligned to student instructional levels.

#### Aligned Metrics:

Metric 4.13 – STAR Early Literacy data continued to provide foundational literacy progress monitoring.

Metric 4.14 – STAR Reading showed growth for English Learners, Native American students, and Hispanic/Latinx students.

Metric 4.15 – STAR Math showed growth for English Learners, African American students, Native American students, Hispanic/Latinx students, and White students.

#### Actions 4.5 and 4.6: Long-Term English Learner and Newcomer Supports

OUESD fully implemented iReady at the middle schools to support English Learners' English proficiency. This included purchasing the program and materials and providing three professional learning sessions with the publisher. The program and ELD classes support both Long-Term English Learners and newcomers. Despite implementation, English Learner progress remains an area of concern, as the

percentage of English Learners making progress toward English proficiency declined from 54% at baseline to 43.8%, and the percentage of English Learners who are Long-Term English Learners increased from 7.4% to 11.2%.

#### Aligned Metrics:

Metric 4.6 – ELPAC Level 4 proficiency was 15.46%, below the baseline of 17.48%.

Metric 4.7 – English Learners making progress toward proficiency declined from 54% to 43.8%.

Metric 4.17 – Long-Term English Learners increased from 7.4% to 11.2%.

#### Actions 4.7 and 4.8: English Learner Monitoring and Bilingual Paraprofessional Supports

The Data and Assessment Program Specialist created a spreadsheet to support site administrators, teachers, bilingual paraprofessionals, and the district in monitoring English Learner progress. The Data and Assessment Program Specialist and a retired administrator worked with bilingual paraprofessionals to target support based on each student's ELPAC results. The district also ensured that all bilingual paraprofessionals had access to consistent materials for student support.

#### Aligned Metrics:

Metric 4.6 – ELPAC Level 4 proficiency increased from 12.12% in Spring 2024 to 15.46% in Spring 2025.

Metric 4.8 – Reclassification remained at 5.0%, below the district target of 8%.

Metric 4.17 – LTEL rates increased to 11.2%, indicating the need for continued refinement.

#### Action 4.9: SPED Instructional Paraprofessional Support

OUESD continued providing Special Education instructional paraprofessional support to promote inclusive learning environments and provide additional assistance for students with disabilities. These supports helped students access classroom instruction, accommodations, intervention, and individualized learning supports aligned to IEP needs.

#### Aligned Metrics:

Metric 4.4 – Math Distance from Standard for Students with Disabilities improved by 1.8 points from baseline.

Metric 4.5 – ELA Distance from Standard for Students with Disabilities improved by 1.5 points from baseline.

Metric 4.12 – Professional development focused on intervention strategies for Students with Disabilities increased by 21 sessions from baseline.

#### Action 4.10: Coordinator of Intervention and English Learner Program

The Coordinator of Intervention and English Learner Program position was vacant for the 2024–25 school year. The position was changed to a Teacher on Special Assignment for English Learners for the 2025–26 school year but was not filled despite multiple postings. The position has been eliminated as part of OUESD’s Fiscal Stabilization efforts. This staffing challenge limited the district’s ability to provide centralized English Learner program oversight and may have contributed to continued challenges in ELPAC progress, reclassification, and LTEL outcomes.

#### Action 4.11: MTSS Teacher on Special Assignment

One MTSS Teacher on Special Assignment position was vacant for most of the 2025–26 school year and has been eliminated as part of OUESD’s Fiscal Stabilization efforts. The remaining two MTSS TOSAs supported professional learning and coaching for multiple programs and initiatives, including implementation of UFLI Foundations, small-group differentiated instruction in elementary and middle school, the math adoption process, and middle school standards analysis.

#### Action 4.12: Extended Day Learning Coordinator

OUESD continued implementation of expanded learning coordination to support before-school, after-school, intersession, and summer learning opportunities. This action supported expanded learning access and coordination of intervention and enrichment opportunities aligned to student academic needs.

#### Aligned Metric:

Metric 4.10 – Participation in before- and after-school programs for low-income, English Learner, and Foster Youth students increased from 22% to 24%.

#### Action 4.13: Clerk for Student Services

OUESD implemented clerical support for student services and expanded learning programs. The clerk supported program logistics, recordkeeping, communication with families and stakeholders, and access to expanded learning program services. This action helped strengthen the operational systems needed to support expanded learning participation and student service coordination.

#### Aligned Metric:

Metric 4.10 – Before- and after-school participation for low-income, English Learner, and Foster Youth students increased by 2 percentage points from baseline.

#### Action 4.14: Enhancing Academic Support Through Online Learning Platforms

OUESD continued using online learning platforms and licenses to supplement classroom instruction, support differentiated learning pathways, and provide teachers with data to monitor student progress. These platforms supported academic intervention, independent practice, and flexible access to instructional materials.

##### Aligned Metrics:

Metric 4.13 – STAR Early Literacy continued to support foundational literacy monitoring.

Metric 4.14 – STAR Reading proficiency for English Learners increased from 30.8% at baseline to 37.3%.

Metric 4.15 – STAR Math proficiency for English Learners increased from 7.6% at baseline to 14.8%.

#### Action 4.15: Ongoing Professional Development

OUESD offered two Professional Development Days, which included one designated session and multiple choice sessions to meet the diverse needs of educators. District-directed CLT days were also used to provide additional professional learning for teachers and staff. Professional learning supported intervention strategies, instructional alignment, differentiated instruction, standards implementation, and support for Students with Disabilities.

##### Aligned Metric:

Metric 4.12 – Professional development focused on intervention strategies for Students with Disabilities increased from 4 sessions to 25 sessions.

#### Action 4.16: Universal Screeners, Diagnostic, and Placement Assessments

OUESD implemented Multitudes, a reading difficulties risk screener, in addition to Renaissance Early Literacy, STAR Reading, and STAR Math. The district continued using a district-developed Reading Foundations Diagnostic Assessment for all students in grades K–2. The RFDA was also used with some students in grades 3 and above to identify focus skills and instructional needs.

##### Aligned Metrics:

Metric 4.13 – STAR Early Literacy

Metric 4.14 – STAR Reading

## Metric 4.15 – STAR Mathematics

### Action 4.17: Itinerant Teachers

Itinerant teachers collaborated within their content areas, including PE, art, and music, to further develop OUESD's programs and increase access to enrichment opportunities. While band and Spanish enrollment increased from baseline, overall elective enrollment declined in several areas, including music, arts, drama, and technology, indicating the need to review scheduling, staffing, and student access.

### Aligned Metric:

Metric 4.16 – Band enrollment increased by 138 students and Spanish enrollment increased by 67 students, while music, arts, drama, and technology declined from baseline.

### Academic Performance Highlights

SBAC Math proficiency remained relatively stable, with All Students at 24.32% in 2024–25 compared to 22.3% at baseline, a 2.02 percentage point increase. Gains were noted for Students with Disabilities, socioeconomically disadvantaged students, English Learners, African American students, Hispanic/Latinx students, Native Hawaiian/Pacific Islander students, and students identifying as Two or More Races.

SBAC ELA proficiency declined slightly from baseline, with All Students at 35.95% in 2024–25 compared to 36.7% in 2022–23. However, some student groups showed growth, including Students with Disabilities, socioeconomically disadvantaged students, English Learners, Hispanic/Latinx students, Native Hawaiian/Pacific Islander students, and students identifying as Two or More Races.

CAST performance improved overall, increasing from 21.1% at baseline to 22.36% in 2024–25. White students and Hispanic/Latinx students also showed improvement. However, declines among African American, Asian, Filipino, and Two or More Races student groups indicate the need for stronger science instruction and targeted content support.

STAR Reading showed positive local growth in several areas. English Learners improved from 30.8% at baseline to 37.3% at Spring 2026, a 6.5 percentage point increase. Native American and Hispanic/Latinx students also showed spring gains. STAR Math also showed spring growth, with All Students increasing by 2.19 percentage points and English Learners increasing by 7.2 percentage points from baseline.

### Key Implementation Challenges and Aligned Metrics

English Learner progress remained a significant area of concern. Although ELPAC Level 4 proficiency improved from 12.12% in Spring 2024 to 15.46% in Spring 2025, it remained below the 2023 baseline of 17.48%. English Learners making progress toward proficiency declined from 54% at baseline to 43.8%, and the percentage of English Learners identified as Long-Term English Learners increased from 7.4% to 11.2%. These trends indicate that current supports require refinement and more consistent implementation.

Reclassification remained below the Year 3 target. OUESD maintained a 5.0% reclassification rate in 2024–25, compared to the baseline of 5.6% and the target of 8%. This indicates the need for stronger monitoring, targeted language development support, and reclassification readiness systems.

Triennial assessment completion declined from 89% at baseline to 85.7% in 2025–26. This decrease indicates a need to strengthen special education compliance monitoring, internal timelines, and case management supports.

Elective course enrollment declined in several areas. Compared to baseline, music decreased by 302 students, arts decreased by 64 students, drama decreased by 219 students, and technology decreased by 60 students. Band increased by 138 students and Spanish increased by 67 students, showing success in some areas, but overall elective access and scheduling remain areas for review.

### Substantive Differences in Implementation

**Coordinator/TOSA Position Not Filled or Eliminated:** The anticipated benefits of a centralized English Learner and intervention leadership position were not fully realized because the position remained unfilled and was later eliminated due to Fiscal Stabilization efforts. This reduced district capacity for EL oversight, reclassification monitoring, and intervention coordination.

**MTSS TOSA Staffing Adjustments:** One MTSS TOSA position remained vacant for most of the year and was eliminated. The remaining two MTSS TOSAs adjusted responsibilities to focus on professional learning, coaching, foundational literacy implementation, differentiated instruction, math adoption support, and standards analysis.

**EL Monitoring Systems Developed Locally:** Rather than fully implementing a separate monitoring platform, the district developed internal spreadsheets and monitoring tools to support English Learner progress tracking. These tools improved access to student data, but continued implementation and training are needed to ensure consistent use across sites.

**Assessment Expansion:** OUESD added Multitudes as a reading difficulties risk screener, while continuing Renaissance assessments and the Reading Foundations Diagnostic Assessment. This expanded early identification systems because teachers had additional data to identify reading needs and plan intervention.

**Expanded Learning Coordination and Support:** OUESD continued implementation of expanded learning coordination and clerical support to strengthen access, communication, and logistics for before-school, after-school, intersession, and summer learning opportunities.

### Conclusion

OUESD implemented the majority of Goal 4 actions and made measurable progress in several areas, including SBAC Math, STAR Reading for English Learners, STAR Math for English Learners, CAST overall performance, expanded learning participation, and professional development for Students with Disabilities. However, performance across English Learner progress, LTEL rates, reclassification, ELA proficiency, triennial completion, and elective enrollment highlighted areas requiring continued attention. Moving forward, the district will refine English Learner monitoring systems, strengthen reclassification supports, continue the math adoption process, expand evidence-

based literacy and intervention practices, and review 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, material differences occurred as a result of staffing vacancies, changes in program implementation, increased student needs, and adjustments made through fiscal stabilization efforts.

#### Action 4.15: Ongoing Professional Development

The District expected to expend more Educator Effectiveness funds in the 24-25 school year and the 25-26 Budgeted amount determined as as result. The District had carryover Educator Effectiveness funds that needed to be expended in 2025-26. These additional expenditures were primarily due to the math adoption committee work.

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

Goal 4 focused on ensuring all students had access to high-quality learning experiences and equitable academic supports. During the 2025–26 school year, OUESD implemented academic intervention systems, instructional supports, expanded learning opportunities, English Learner services, assessment systems, enrichment opportunities, and professional development initiatives. Several actions demonstrated effectiveness in improving local assessment performance and increasing access to supports; however, statewide assessment data reflected continued challenges for English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

#### Effective Actions Supporting Positive Growth

##### Action 4.1 – Learning Platforms and Specialized Supports for Students with Disabilities

Metric(s): 4.4, 4.5, 4.12, 4.13, 4.14, 4.15

Learning platforms, intervention supports, and targeted instructional strategies for Students with Disabilities contributed to modest growth in state assessment measures. OUESD also expanded professional development focused on intervention strategies for Students with Disabilities from 4 sessions at baseline to 25 sessions during the 2025–26 school year.

#### Aligned Results:

Metric 4.4 – Distance from Standard in Math for Students with Disabilities improved from 142.4 points below standard to 140.6 points below standard.

Metric 4.5 – Distance from Standard in ELA for Students with Disabilities improved from 115 points below standard to 113.5 points below standard.

Metric 4.12 – Professional development sessions focused on intervention strategies for Students with Disabilities increased from 4 to 25 sessions.

This action was effective because expanded intervention supports and professional learning increased staff capacity to implement differentiated instruction and intervention strategies for students requiring additional academic support.

#### Action 4.2 – Expanded Learning Opportunities and Intervention Supports

Metric(s): 4.1, 4.2, 4.10

OUESD continued implementing Expanded Learning Opportunities through intersession programs during Fall Break, Spring Break, and planned summer programming. Participation in before- and after-school programs for unduplicated pupils increased from 22% to 24%.

#### Aligned Results:

Metric 4.10 – Participation in expanded learning programs for low-income, English Learner, and Foster Youth students increased by 2 percentage points.

Metric 4.1 – SBAC Math proficiency increased for English Learners from 6.8% to 7.72%, socioeconomically disadvantaged students from 13.9% to 15.68%, and Hispanic/Latinx students from 15.2% to 18.42%.

Metric 4.2 – SBAC ELA proficiency increased for English Learners from 4.8% to 7.82%, socioeconomically disadvantaged students from 25.7% to 25.76%, and Hispanic/Latinx students from 30.4% to 30.57%.

This action was effective because expanded instructional time increased opportunities for unduplicated pupils to access intervention, enrichment, and academic support outside of the regular instructional day.

#### Action 4.3 – Instructional Paraprofessional Support

Metric(s): 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

Instructional paraprofessionals and intervention supports contributed to improved access to differentiated small-group instruction, classroom-based support, and targeted academic intervention for English Learners, Foster Youth, and low-income students.

#### Aligned Results:

Metric 4.1 – SBAC Math proficiency increased for English Learners from 6.8% to 7.72% and socioeconomically disadvantaged students from 13.9% to 15.68%.

Metric 4.2 – SBAC ELA proficiency increased for English Learners from 4.8% to 7.82% and socioeconomically disadvantaged students from 25.7% to 25.76%.

Metric 4.3 – CAST performance for English Learners increased from 0.8% to 1.2%, while socioeconomically disadvantaged students declined from 14.9% to 14.10%.

Metric 4.4 – Distance from Standard in Math improved for socioeconomically disadvantaged students from 100.5 points below standard to 96.3 points below standard, while English Learners declined slightly from 107.9 points below standard to 109.2 points below standard.

Metric 4.5 – Distance from Standard in ELA improved for socioeconomically disadvantaged students from 62.6 points below standard to 57.1 points below standard, while English Learners declined slightly from 69.6 points below standard to 69.9 points below standard.

Metric 4.6 – ELPAC Level 4 proficiency was 15.46%, which improved from the prior year but remained below baseline.

Metric 4.7 – English Learner progress toward proficiency declined from 54% to 43.8%.

This action was partially effective because paraprofessional support contributed to modest academic gains for some unduplicated student groups; however, English Learner progress toward proficiency and some English Learner Distance from Standard outcomes declined and require more targeted support.

Action 4.4 – Freckle, Lalilo, and Adaptive Learning Platforms

Metric(s): 4.13, 4.14, 4.15

OUESD continued implementation of Freckle for ELA and Math and added Lalilo as an online foundational reading program to strengthen early literacy supports.

Aligned Results:

Metric 4.14 – STAR Reading proficiency for English Learners increased from 30.8% at baseline to 37.3%.

Metric 4.15 – STAR Math proficiency for English Learners increased from 7.6% at baseline to 14.8%.

Metric 4.13 – STAR Early Literacy showed mixed results, with overall spring proficiency declining slightly from 43.4% to 42.6%. African American students increased from 36.0% to 36.3%, while Latinx students declined from 35.5% to 34.6%.

This action was effective because adaptive platforms provided differentiated practice opportunities aligned to student instructional levels and foundational skill development, particularly for English Learners in STAR Reading and STAR Math.

Actions 4.5 and 4.6 – Middle School English Learner Supports and i-Ready Implementation

Metric(s): 4.1, 4.2, 4.14, 4.17

OUESD implemented i-Ready at the middle school level to support English Learners, Long-Term English Learners, and newcomer students through targeted ELD instruction and intervention.

Aligned Results:

Metric 4.1 – English Learner SBAC Math proficiency increased from 6.8% to 7.72%.

Metric 4.2 – English Learner SBAC ELA proficiency increased from 4.8% to 7.82%.

Metric 4.14 – STAR Reading proficiency for English Learners increased from 30.8% to 37.3%.

Metric 4.17 – Long-Term English Learner rates increased from 7.4% to 11.2%.

These actions were partially effective because English Learners improved on SBAC ELA, SBAC Math, and STAR Reading; however, LTEL rates increased, indicating that additional targeted language development and reclassification supports are needed.

Action 4.7 – English Learner Program Monitoring Platform

Metric(s): 4.6, 4.7, 4.8, 4.17

OUESD developed internal monitoring spreadsheets and systems to support English Learner progress monitoring, reclassification review, and targeted intervention planning.

Aligned Results:

Metric 4.6 – ELPAC Level 4 proficiency increased from 12.12% in Spring 2024 to 15.46% in Spring 2025, though it remained below the 2023 baseline of 17.48%.

Metric 4.7 – English Learners making progress toward proficiency declined from 54% to 43.8%.

Metric 4.8 – Reclassification remained at 5.0%, below the district target of 8%.

Metric 4.17 – LTEL rates increased from 7.4% to 11.2%.

This action demonstrated mixed effectiveness because monitoring systems improved access to student data, but English Learner progress, reclassification, and LTEL outcomes remained below targets.

Action 4.8 – Bilingual Instructional Paraprofessional Support

Metric(s): 4.7, 4.8

Bilingual paraprofessionals provided language support, classroom assistance, and targeted instructional support for English Learners.

Aligned Results:

Metric 4.7 – English Learner progress toward proficiency declined from 54% to 43.8%.

Metric 4.8 – Reclassification remained at 5.0%, below the 8% target.

This action demonstrated limited to mixed effectiveness because bilingual paraprofessional support increased access to language assistance and classroom support; however, English Learner progress and reclassification outcomes did not yet improve to desired levels.

Action 4.9 – SPED Instructional Paraprofessional Support

Metric(s): 4.4, 4.5, 4.11, 4.12

Special Education paraprofessionals supported inclusive classroom access, IEP implementation, accommodations, and individualized academic support for students with disabilities.

Aligned Results:

Metric 4.4 – Distance from Standard in Math for Students with Disabilities improved from 142.4 points below standard to 140.6 points below standard.

Metric 4.5 – Distance from Standard in ELA for Students with Disabilities improved from 115 points below standard to 113.5 points below standard.

Metric 4.11 – Triennial assessment completion declined from 89% to 85.7%.

Metric 4.12 – Professional development focused on intervention strategies for Students with Disabilities increased from 4 sessions to 25 sessions.

This action was partially effective because Students with Disabilities showed modest improvement in both Math and ELA Distance from Standard, but triennial completion declined, indicating the need to strengthen special education monitoring and case management systems.

Action 4.10 – Coordinator of Intervention and English Learner Program

Metric(s): 4.1, 4.2, 4.3, 4.4

The Coordinator of Intervention and English Learner Program position remained vacant despite recruitment efforts and was ultimately eliminated during Fiscal Stabilization planning.

**Aligned Results:**

Metric 4.1 – SBAC Math proficiency increased for English Learners from 6.8% to 7.72% and socioeconomically disadvantaged students from 13.9% to 15.68%.

Metric 4.2 – SBAC ELA proficiency increased for English Learners from 4.8% to 7.82% and socioeconomically disadvantaged students from 25.7% to 25.76%.

Metric 4.3 – CAST performance for English Learners increased from 0.8% to 1.2%, while socioeconomically disadvantaged students declined from 14.9% to 14.10%.

Metric 4.4 – Distance from Standard in Math improved for socioeconomically disadvantaged students from 100.5 points below standard to 96.3 points below standard, while English Learners declined from 107.9 points below standard to 109.2 points below standard.

This action demonstrated limited effectiveness because the position was not filled, reducing district capacity to coordinate academic intervention, English Learner supports, and consistent implementation across sites. Although some academic measures improved for unduplicated student groups, the absence of centralized leadership limited the action's full intended impact.

**Action 4.11 – MTSS Teacher on Special Assignment Supports**

Metric(s): 4.1, 4.2, 4.3, 4.4

One MTSS TOSA position remained vacant for most of the school year and was later eliminated through Fiscal Stabilization efforts. Remaining TOSAs continued supporting UFLI Foundations, differentiated instruction, coaching, standards implementation, and the math adoption process.

**Aligned Results:**

Metric 4.1 – SBAC Math proficiency increased for English Learners from 6.8% to 7.72% and socioeconomically disadvantaged students from 13.9% to 15.68%.

Metric 4.2 – SBAC ELA proficiency increased for English Learners from 4.8% to 7.82% and socioeconomically disadvantaged students from 25.7% to 25.76%.

Metric 4.3 – CAST performance increased for English Learners from 0.8% to 1.2%, while socioeconomically disadvantaged students declined from 14.9% to 14.10%.

Metric 4.4 – Distance from Standard in Math improved for socioeconomically disadvantaged students from 100.5 points below standard to 96.3 points below standard, while English Learners declined from 107.9 points below standard to 109.2 points below standard.

This action demonstrated mixed effectiveness because staffing reductions limited districtwide coaching capacity, but remaining TOSAs continued supporting instructional improvement efforts that aligned with modest gains for some unduplicated student groups.

#### Action 4.12 – Extended Day Learning Coordinator

Metric(s): 4.10

The Extended Day Learning Coordinator supported planning, implementation, and coordination of expanded learning opportunities beyond the regular school day.

#### Aligned Results:

Metric 4.10 – Participation in before- and after-school programs for low-income, English Learner, and Foster Youth students increased from 22% to 24%.

This action was effective because coordination of expanded learning opportunities increased access to before- and after-school programs for unduplicated pupils.

#### Action 4.13 – Clerk for Student Services

Metric(s): 4.10

The Clerk for Student Services supported expanded learning program logistics, records, communication, and family access to expanded learning services.

#### Aligned Results:

Metric 4.10 – Participation in before- and after-school programs for low-income, English Learner, and Foster Youth students increased by 2 percentage points.

This action was effective because clerical support strengthened communication, organization, and access systems needed to support expanded learning participation.

#### Action 4.14 – Enhancing Academic Support Through Online Learning Platforms

Metric(s): 4.13, 4.14, 4.15

OUESD used online learning platforms and licenses to provide differentiated instruction, flexible access to academic content, progress monitoring, and instructional data for teachers.

#### Aligned Results:

Metric 4.13 – STAR Early Literacy showed mixed results. African American students increased slightly from 36.0% to 36.3%, while Latinx students declined from 35.5% to 34.6%.

Metric 4.14 – STAR Reading proficiency for English Learners increased from 30.8% to 37.3%.

Metric 4.15 – STAR Math proficiency for English Learners increased from 7.6% to 14.8%.

This action was effective because online platforms provided differentiated practice, assessment data, and flexible academic support; however, mixed STAR Early Literacy results indicate the need for continued monitoring and targeted foundational literacy supports.

#### Action 4.15 – Ongoing Professional Development

Metric(s): 4.1, 4.2, 4.12

OUESD provided professional development through District Professional Development Days and CLT sessions focused on instructional strategies, intervention, standards implementation, differentiated instruction, and student support.

#### Aligned Results:

Metric 4.12 – Professional development focused on intervention strategies for Students with Disabilities increased from 4 sessions to 25 sessions.

Metric 4.1 – SBAC Math proficiency increased for English Learners from 6.8% to 7.72%, socioeconomically disadvantaged students from 13.9% to 15.68%, and Students with Disabilities from 6.9% to 8.64%.

Metric 4.2 – SBAC ELA proficiency increased for English Learners from 4.8% to 7.82%, socioeconomically disadvantaged students from 25.7% to 25.76%, and Students with Disabilities from 10.0% to 10.45%.

This action was partially effective because the district significantly expanded professional learning opportunities and saw gains for several student groups, while overall ELA outcomes and some subgroup outcomes remained below targets.

#### Action 4.16 – Universal Screeners, Diagnostic, and Placement Assessments

Metric(s): 4.13, 4.14, 4.15

OUESD implemented Multitudes, STAR Early Literacy, STAR Reading, STAR Math, and the Reading Foundations Diagnostic Assessment to identify student needs and guide intervention planning.

#### Aligned Results:

Metric 4.13 – STAR Early Literacy showed mixed outcomes, with overall spring proficiency declining slightly from 43.4% to 42.6%.

Metric 4.14 – STAR Reading showed growth for English Learners from 30.8% to 37.3%.

Metric 4.15 – STAR Math showed growth for English Learners from 7.6% to 14.8%.

This action was effective because assessment systems provided timely data to identify student needs, support intervention planning, and monitor progress toward academic growth.

#### Action 4.17 – Itinerant Teachers

Metric(s): 4.9, 4.16

Itinerant teachers provided student access to Physical Education, arts, and music and supported course access across elementary schools.

#### Aligned Results:

Metric 4.9 – 100% of OUESD schools continued offering courses in Physical Education, English, Social Science, World Language, Science, Math, and Applied Arts, as applicable.

Metric 4.16 – Band enrollment increased by 138 students and Spanish enrollment increased by 67 students; however, music, arts, drama, and technology enrollment declined from baseline.

This action demonstrated mixed effectiveness because course access was maintained at 100%, and some elective areas increased, but enrollment declined in several enrichment areas, indicating the need to review scheduling, staffing, and student access.

#### Overall Conclusion

Goal 4 actions contributed to modest improvements in mathematics performance, local literacy and math assessment outcomes, expanded learning participation, professional development for Students with Disabilities, and access to academic supports. English Learners demonstrated growth on several local measures, particularly STAR Reading and STAR Math; however, statewide English proficiency indicators, LTEL rates, and reclassification outcomes remained below district targets.

The district identified continued needs related to English Learner program coordination, intervention consistency, special education monitoring, staffing capacity, and expanded enrichment access. OUESD will continue refining academic intervention systems, literacy implementation, differentiated instructional supports, English Learner services, and enrichment access to improve outcomes for all student groups, particularly unduplicated pupils and historically underserved students.

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 implementation data, academic outcomes, English Learner performance, staffing capacity, and stakeholder feedback, OUESD identified several changes to Goal 4 for the 2026–27 school year.

##### English Learner Progress Monitoring and Accountability

English Learner progress toward proficiency declined from 54% at baseline to 43.8%, Long-Term English Learner rates increased from 7.4% to 11.2%, and reclassification rates remained below target.

##### Changes to be implemented:

Add Long-Term English Learners (LTEL) and Homeless students to Metrics 4.4 and 4.5 for additional monitoring of Mathematics and ELA Distance from Standard.

Increase monitoring of ELPAC domain-level performance and reclassification readiness.

Strengthen districtwide monitoring of LTEL student progress.

##### Science Achievement Monitoring

CAST results remained inconsistent across student groups, with declines observed among African American, Asian, Filipino, and Two or More Races student groups.

##### Changes to be implemented:

Increase monitoring of science achievement through formative assessments and local data review.

Strengthen integration of science instruction with literacy and mathematics initiatives.

##### Action 4.5 – Additional Long-Term English Learner Support

Analysis of LTEL outcomes indicated that additional supports are needed to accelerate language acquisition and improve reclassification outcomes.

##### Changes Implemented:

Add Metric 4.14 (STAR Reading) as an additional effectiveness measure for Action 4.5 to better monitor literacy outcomes for Long-Term English Learners.

##### Action 4.10 – Coordinator of Intervention and English Learner Program

The Coordinator of Intervention and English Learner Program position remained vacant during implementation and was subsequently eliminated through Fiscal Stabilization efforts.

Changes to be implemented:

Eliminate Action 4.10 for the 2026–27 school year.

Reassign English Learner monitoring and intervention responsibilities to existing district and site personnel.

Action 4.11 – MTSS Teacher on Special Assignment

One MTSS TOSA position remained vacant for most of the 2025–26 school year and was eliminated through Fiscal Stabilization efforts.

Changes Implemented:

Reduce MTSS TOSA staffing and refocus remaining MTSS support on literacy implementation, differentiated instruction, intervention planning, and support for the mathematics adoption process.

Elective and Enrichment Access Review

Enrollment declined in several elective areas, including music, drama, arts, and technology.

Changes to be implemented:

Review elective offerings, scheduling structures, and student access patterns to identify opportunities for increasing participation in enrichment programs. Actions 4.14 and 4.15 are now contributing.

Summary

Review of Goal 4 implementation demonstrated the need for stronger monitoring of English Learner progress, additional attention to Long-Term English Learner outcomes, increased science achievement monitoring, adjustments resulting from staffing reductions, and review of elective access. As a result, OUESD revised monitoring metrics, eliminated Action 4.10 due to fiscal stabilization, adjusted MTSS staffing structures, and added additional measures to monitor literacy outcomes for Long-Term English Learners.

**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. | \$54,439.00    | 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.                                                                                                                                                                                                                                                                      | \$3,647,865.00 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$1,261,754.00 | Yes          |
| 4.4      | Online Learning Platform That Allow Students to Practice at Their Own Level | The district will adopt an online learning platform that will allow students to practice Math and English Language Arts at their level. This platform continuously adapts to each student's skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level. In addition, this platform will allow teachers to assign math practice, ELA practice, social studies, or science articles to students. Students should focus on assignments from their teacher before moving on to other activities.                                                                                                                                                                                                                                           | \$98,813.00    | No           |

| Action #   | Title                                         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds | Contributing |
|------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |              |
| <b>4.5</b> | Additional Long Term English Learners Support | The district piloted 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$41,714.00 | Yes          |
| <b>4.6</b> | 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.                                                                                                | \$0.00      | No           |
| <b>4.7</b> | 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           |

| Action #    | Title                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds    | Contributing |
|-------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| <b>4.8</b>  | Bilingual Instructional Paraprofessional Support        | Bilingual Paraeducators will help promote more inclusive and enriched learning environments. These paraeducators serve as supplemental and enhanced classroom resources, offering language development assistance and facilitating communication between students, teachers, and parents from diverse backgrounds. By bridging communication gaps, they ensure equitable access to educational opportunities and promote academic success among English Language Learners (ELLs). They assist in supporting students who are not meeting proficiency standards as identified by the Dashboard.                                                                                                                                                                                                                                                                                                                                                                                      | \$276,307.00   | Yes          |
| <b>4.9</b>  | SPED Instructional Paraprofessional Support             | Special Education Paraeducators will help promote more inclusive and enriched learning environments. These paraeducators serve as essential classroom resources and provides support to students with disabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | \$4,583,152.00 | No           |
| <b>4.10</b> | 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         | No           |
| <b>4.11</b> | 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,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$305,148.00   | Yes          |

| Action #    | Title                                                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Total Funds  | Contributing |
|-------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                                              | 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.                                                                                                                                                                                                                                                                                                                                                                                                             |              |              |
| <b>4.12</b> | 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.                                                                                                                                                                                                                                                                                                                                      | \$170,120.00 | No           |
| <b>4.13</b> | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$72,473.00  | No           |
| <b>4.14</b> | Enhancing Academic Support Through Online Learning Platforms | <p>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.</p> <p>Total Unduplicated Student Count: 2487 (48.6%)<br/>Almond Grove Elementary: 202 (45.5%)</p> | \$245,646.00 | Yes          |

| Action #    | Title                                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds    | Contributing |
|-------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|             |                                                           | Delta Vista Middle: 401 (48.4%)<br>Gehring Elementary: 345 (51%)<br>Iron House Elementary: 271 (53.3%)<br>Laurel Elementary: 175 (47.7%)<br>Oakley Elementary: 234 (61.6%)<br>O'Hara Park Middle: 376 (44.4%)<br>Summer Lake Elementary: 287 (50.3%)<br>Vintage Parkway Elementary: 266 (56.1%)                                                                                                                                                                                                             |                |              |
| <b>4.15</b> | 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.                                    | \$410,473.00   | Yes          |
| <b>4.16</b> | 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. | \$214,117.00   | No           |
| <b>4.17</b> | 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.                                                                                                                                                                                                                                                                                                             | \$1,493,429.00 | 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 [2025-26]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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 [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---------------------------------------------------------------|----------------------------------------------------------|
| \$5,499,395.00                                                | \$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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 9.632%                                                                          | 0.390%                      | \$212,764.83            | 10.022%                                                                     |

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 |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>1.8</b>        | <p><b>Action:</b><br/>Library Program and Services</p> <p><b>Need:</b><br/>The LEA has identified a need to maintain access to high-quality, age-appropriate, and culturally responsive instructional resources for unduplicated pupils, particularly low-income students, English learners, and foster youth. Educational partner feedback and local data</p> | To address this needs, the LEA will provide a Library Media Technician at every school site to manage curriculum resources, maintain library collections, support student access to instructional materials, and coordinate library programs and activities. These services provide access to literacy materials and learning opportunities for unduplicated pupils because they provide consistent availability of high-quality resources, support student engagement through culturally | 1.2 and 1.3                        |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Metric(s) to Monitor Effectiveness |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>indicate that many unduplicated pupils have limited access to books, digital resources, and literacy-enriching learning environments outside of school. In addition, educational partners emphasized the importance of ensuring that instructional materials reflect the diverse cultural backgrounds, experiences, and identities of students served by the LEA. Low-income students and English learners report limited access to books, technology, and academic support outside of school. Expanding library hours, increasing multilingual collections, providing digital resources, and offering after-school literacy support increases access to learning resources and opportunities for independent reading. Because students have more opportunities to engage with grade-level texts, practice literacy skills, complete assignments, and access academic supports, they are more likely to strengthen reading comprehension, language development, and overall academic performance. Progress can be measured through reading assessment results, English Language Proficiency Assessments for California (ELPAC) outcomes, library utilization rates, and course performance. This aligns with the principle that actions should clearly connect identified needs, services provided, and measurable outcomes.</p> <p>2024-2025 Districtwide CAASPP ELA performance data to support the need for Library services are:</p> | <p>relevant materials, and ensure students receive assistance locating and utilizing resources aligned to their academic needs and interests.</p> <p>These actions are being provided on an LEA-wide basis because access to library services and instructional resources is most effective when implemented consistently across all schools. Providing comprehensive library services at every site ensures that unduplicated pupils, who are enrolled throughout the district, receive equitable access to resources regardless of school assignment. While all students may benefit from expanded library services and resources, the actions are principally directed toward addressing the identified barriers experienced by unduplicated pupils and are expected to result in improved access, engagement, and academic outcomes for these student groups.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>7.82% of EL students met or exceeded standard<br/>1.52% of Long Term EL students met or exceed standard<br/>25.76% of Socioeconomically Disadvantaged students met or exceeded standard</p> <p>EL students are 69.9 points below standard<br/>Long-Term English Learners are 101.2 points below standard<br/>Socioeconomically Disadvantaged students are 57.1 points below standard</p> <p>2024-2025 Districtwide ELPAC performance data to support the need for Library services are:<br/>15.46% of EL students scored at Level 4 and 43.8% of EL students are making progress.<br/>5% of EL students were reclassified as Fluent English Proficient</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |
| 2.1               | <p><b>Action:</b><br/>Parent and Community Liaisons</p> <p><b>Need:</b><br/>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</p>                                                                                                                                                                                                                                                                                                                                           | <p>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</p> | 2.2                                |

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

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

| 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 |
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|                   | LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                    |
| 3.2               | <p><b>Action:</b><br/>Campus Supervisors and Crossing Guards</p> <p><b>Need:</b><br/>Educational partner input and local data identified that unduplicated pupils, including low-income students, English learners, and foster youth, experience barriers related to school safety, supervision, and safe access to campus. These barriers can contribute to increased absenteeism, reduced engagement, and interruptions to learning when students do not feel physically safe or supported while traveling to and from school or while on campus. The Campus Supervisor and Crossing Guard positions are designed to address these identified needs by providing consistent supervision, maintaining a safe and orderly school environment, monitoring student behavior, and ensuring students can safely enter and exit campus. The Campus Supervisor provides proactive monitoring of school grounds, supports positive student behavior, and responds to safety concerns before they escalate. The Crossing Guard supports safe arrival and dismissal procedures by assisting students at designated crosswalks and managing traffic conditions that may create barriers to regular attendance.</p> <p>Low-income students and foster youth may face barriers related to:</p> | <p>These services are provided on a schoolwide basis because a safe, orderly, and well-supervised learning environment benefits all students and is necessary for the effective operation of the school. However, the action is principally directed toward unduplicated pupils because local data and educational partner feedback indicate that these students are disproportionately impacted by safety concerns, transportation challenges, and attendance barriers. By increasing adult supervision and ensuring safe access to campus, the LEA is increasing and improving services for unduplicated pupils because these supports reduce barriers to attendance, strengthen students' sense of safety and connectedness, and create conditions that allow students to fully participate in instruction and school activities.</p> <p>Low-income students, ELs, and foster youth may also experience higher rates of social-emotional stress, isolation, or behavioral challenges that interfere with learning. Campus supervisors provide adult presence, relationship-building, conflict prevention, and timely intervention when concerns arise. Because students experience a safer and more structured school environment, disruptions to learning decrease and students spend more time engaged in instruction. Increased school connectedness and positive school climate support improved attendance, engagement, and academic performance.</p> | 3.1, 3.3, 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 |
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|                   | <p>Unsafe walking routes to school, Transportation challenges, Higher rates of chronic absenteeism and tardiness, Difficulty transitioning safely between home and school, Increased vulnerability due to housing instability, mobility, or limited family supervision before and after school, Reduced sense of school connectedness and belonging</p> <p>District Data on Chronic Absenteeism for 2024-2025<br/> All Students = 19.85%<br/> Low Income students = 24.8%<br/> Foster Youth students = 28.6%</p> <p>District Data on Suspensions for 2024-2025<br/> All Students = 5.3%<br/> Low Income students = 7.2%<br/> Foster Youth students = 28.6%</p> <p>2026 CHKS data is not disaggregated for unduplicated populations, with the exception of English Learners. The District wide data is below.</p> <p>Feeling safe at school<br/> 3rd Grade = 77%<br/> 4th Grade = 79%<br/> 5th Grade = 79%<br/> 6th Grade = 64%<br/> 7th Grade = 53%<br/> 8th Grade = 50%</p> <p>Feeling safe to and from school<br/> 3rd Grade = 86%<br/> 4th Grade = 86%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Metric(s) to Monitor Effectiveness |
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|                   | <p>5th Grade = 84%</p> <p>Connected to school</p> <p>3rd Grade = 70%</p> <p>4th Grade = 70%</p> <p>5th Grade = 70%</p> <p>6th Grade = 60%</p> <p>7th Grade = 52%</p> <p>8th Grade = 48%</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |
| <b>3.3</b>        | <p><b>Action:</b><br/>Counselors and Mental Health Professionals</p> <p><b>Need:</b><br/>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</p> | Implementing counselors district-wide to specifically address the needs of English learners and low-income students is a proactive measure aimed at fostering equitable access to support 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. | 3.5, 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 |
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|                   | <p>homeless and foster youth coordinator. They also requested academic and career guidance, as well as stronger relationships with teachers and peers. Parents echoed these concerns, emphasizing the importance of effective behavior management and mental health resources.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                |                                    |
| 3.4               | <p><b>Action:</b><br/>MTSS SEL Lead</p> <p><b>Need:</b><br/>The Oakley Union Elementary School District (OUSD) clearly outlines a need for an MTSS (Multi-Tiered System of Supports) SEL LEAD to serve the unduplicated student population, which includes English Learners, foster youth, and low-income students.</p> <p>Identified Need:<br/>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.</p> <p>Role of MTSS SEL LEAD:</p> | <p>Why It's Essential:<br/>The MTSS SEL LEAD'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.</p> | 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 |
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|                   | <p>The MTSS SEL LEAD 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:</p> <p>Social-emotional learning (SEL) support and trauma-informed care<br/>Culturally competent interventions and academic guidance<br/>Assistance with chronic absenteeism through targeted initiatives<br/>Family engagement, particularly with parents of unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                    |
| 3.5               | <p><b>Action:</b><br/>Child Welfare and Attendance (CWA)</p> <p><b>Need:</b><br/>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.</p>                                  | <p>The Coordinator for Special Projects coordinates campaigns targeted at reducing chronic absenteeism for chronic absent unduplicated students.</p> <p>The Coordinator can respond to the needs of low-income students, foster youth and English learners by implementing targeted initiatives and programs designed to support their academic and socio-emotional development. For low-income students, the coordinator can collaborate with community organizations and educational services to provide access to resources such as food assistance, clothing drives, and financial aid workshops.</p> | 3.1                                |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |
| 3.6               | <p><b>Action:</b><br/>School Resource Officer</p> <p><b>Need:</b><br/>Educational partner feedback and local data indicate a need to strengthen campus safety, improve student well-being, and maintain positive school climates, particularly for unduplicated pupils, including low-income students, English learners, and foster youth. These student groups may experience barriers related to school connectedness, perceptions of safety, and access to supportive adult relationships that can affect attendance, engagement, and academic success.</p> <p>District Data on Chronic Absenteeism for 2024-2025<br/>           All Students = 19.85%<br/>           Low Income students = 24.8%<br/>           Foster Youth students = 28.6%</p> <p>District Data on Suspensions for 2024-2025<br/>           All Students = 5.3%<br/>           Low Income students = 7.2%<br/>           Foster Youth students = 28.6%</p> <p>2026 CHKS data is not disaggregated for unduplicated populations, with the exception of English Learners. The District wide Middle school data is below.</p> | <p>This action is provided on a schoolwide basis because school safety and campus climate affect all students and require comprehensive approaches that benefit the entire school community. However, the action is principally directed toward unduplicated pupils because educational partner input and local needs data indicate that these students may benefit from increased access to supportive adults, improved perceptions of safety, and stronger connections to school. By exploring and potentially implementing an SRO program informed by community input, the district seeks to address barriers that can interfere with attendance, engagement, and student success while ensuring that the needs and perspectives of unduplicated pupils remain central to the decision-making process. Add suspension data by student group, greater concern with safety and identified need based on disaggregated data, perceptions of student safety, support this more effectively than behavior data-- focus can be on adult building positive relationships vs punitive measures, priority around safety for students with community, campus safety officer trained in RJ practices.</p> | 3.5, 3.6, and 3.7                  |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Metric(s) to Monitor Effectiveness |
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|                   | <p>Feeling safe at school<br/>6th Grade = 46%<br/>7th Grade = 30%<br/>8th Grade = 31%</p> <p>Connected to school<br/>6th Grade = 49%<br/>7th Grade = 37%<br/>8th Grade = 36%</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |
| 3.11              | <p><b>Action:</b><br/>Explore Other Socio-Emotional (SEL) Learning Resources and Programs</p> <p><b>Need:</b><br/>Based on feedback from weekly mental health workshops held with parents of multilingual students, this was an identified need in addition to various advisory groups, and CHKS data, the current SEL program may not fully meet its intended objectives. Therefore, the district is exploring alternative resources that could better address the unique needs of our students, particularly English Learners, foster youth, and low-income students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>The new Social-Emotional Learning (SEL) program will provide crucial support for unduplicated students, including those who are low-income, English learners, or foster youth, by addressing their unique socio-emotional needs and promoting their overall well-being. The program will offer targeted interventions and resources tailored to the specific challenges faced by unduplicated students, such as trauma, academic stress, and social isolation. Through Social-Emotional Learning (SEL) curriculum, students will learn essential skills like self-awareness, self-management, social awareness, relationship building, and responsible decision-making, which are particularly beneficial for unduplicated students who may face additional barriers to success. Moreover, the program will incorporate culturally responsive practices to ensure that it is inclusive and relevant to the diverse backgrounds and experiences of</p> | 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 |
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|                   |                                                                                                                                                                                                                                                          | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                    |
| <b>3.13</b>       | <p><b>Action:</b><br/>Office Clerk</p> <p><b>Need:</b><br/>This action aims to decrease chronic absenteeism to single digits for unduplicated Low Income = 32.5%, English Learner = 25.1% , Foster Youth = 33.3%</p> <p><b>Scope:</b><br/>Schoolwide</p> | 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                                |
| <b>3.15</b>       | <p><b>Action:</b><br/>Co- Administrators</p> <p><b>Need:</b><br/>Unduplicated % by School Site:</p>                                                                                                                                                      | Having a co-administrator dedicated to supporting unduplicated students can greatly enhance the educational experience and outcomes for these students. Co-administrators can provide targeted support and advocacy to ensure that the needs of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 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 |
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|                   | <p>Almond Grove -29%<br/>Delta Vista - 42%<br/>Gehringer - 48%<br/>Iron House - 42%<br/>Laurel - 37%<br/>Oakley - 52%<br/>O'hara Park - 43%<br/>Summer Lake - 45%<br/>Vintage Parkway - 44%</p> <p>Research shows that more administrative support can have a great impact on providing services to unduplicated students, especially in the following areas:</p> <p>Restorative justice and bullying prevention programs</p> <p>Academic counseling and college preparedness resources</p> <p>Mental health services</p> <p>Intervention programs, mentors, and tutors</p> <p>Arts education, field trips, sports, and camps</p> <p>Connecting families to community resources</p> <p>Also based on feedback from weekly mental health workshops held with parents of multilingual students, this was an identified need in addition to various advisory groups, and CHKS data, they identified a need above</p> | <p>unduplicated students, such as those who are low-income, English learners, or foster youth, are effectively addressed within the school community. They can collaborate with teachers, counselors, and other staff members to develop and implement programs and initiatives that specifically target the challenges faced by unduplicated students, such as academic support services, socio-emotional programs, and family engagement activities.</p> |                                    |

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

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness           |
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|                   | <p>Oakley - 52%<br/>O'hara Park - 43%<br/>Summer Lake - 45%<br/>Vintage Parkway - 44%</p> <p>Research shows that more administrative support can have a great impact on providing services to unduplicated students, especially in the following areas:</p> <p>Restorative justice and bullying prevention programs</p> <p>Academic counseling and college preparedness resources</p> <p>Mental health services</p> <p>Intervention programs, mentors, and tutors</p> <p>Arts education, field trips, sports, and camps</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                   |                                              |
| 4.3               | <p><b>Action:</b><br/>Instructional Paraprofessional Support</p> <p><b>Need:</b><br/>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.</p>                                                                                                                                                                                                                                                                         | <p>The presence of paraeducators in our classes helps students with their academic needs. They support students, particularly the unduplicated students who showed the greatest needs based on district and state assessment data. Students receive individualized support as needed by having additional adult supervision in the classroom.</p> | <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                     | Metric(s) to Monitor Effectiveness |
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|                   | <p>Based on the SY 2022-2023</p> <p>Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate<br/>All students 22.3%<br/>Socio-Economically Disadvantaged (SED) = 13.9%<br/>English Learner (EL)= 6.8%<br/>Foster Youth = 16.7%<br/>Spring Standardized Testing and Reporting (STAR) Math for English Learner (EL) = 7.6%</p> <p>Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate<br/>All students 36.7%<br/>Socio-Economically Disadvantaged (SED)= 25.7%<br/>English Learner (EL) = 4.8%<br/>Foster Youth = 25.0%<br/>Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8%</p> <p>Computer Aided Software Testing (CAST)<br/>Socio-Economically Disadvantaged (SED) = 14.9%<br/>English Learner (EL) = 0.8%</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                 |                                    |
| 4.11              | <b>Action:</b><br>MTSS Teacher on Special Assignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Using district and state assessment data, the MTSS TOSAs and the Director of Curriculum and Instruction will work with teachers, LSTs, and site | 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 |
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|                   | <p><b>Need:</b><br/>Based on our data, we have identified learning gaps of unduplicated students compared with the general student population.</p> <p>Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate<br/>All students 22.3%<br/>Socio-Economically Disadvantaged (SED) = 13.9%<br/>English Learner (EL) = 6.8%<br/>Foster Youth = 16.7%<br/>Spring Standardized Testing and Reporting (STAR) Math for EL = 7.6%</p> <p>Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate<br/>All Students 36.7%<br/>Socio-Economically Disadvantaged (SED) = 25.7%<br/>English Learner (EL) = 4.8%<br/>Foster Youth = 25.0%<br/>Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8%</p> <p>Computer Aided Software Testing (CAST) Socio-Economically Disadvantaged (SED) = 14.9%<br/>English Learner (EL) = 0.8%</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>administrators to develop intervention cycles. The MTSS TOSAs will also prepare intervention lessons that will be used during individual or small group intervention. Lessons will include strategies that support unduplicated students, who show huge gaps compared to the overall performance score.</p> |                                    |

| 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 |
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| 4.14              | <p><b>Action:</b><br/>Enhancing Academic Support Through Online Learning Platforms</p> <p><b>Need:</b><br/>Unduplicated pupils, including English learners, low-income students, and foster youth, require access to high-quality instructional materials, targeted academic interventions, differentiated learning opportunities, and timely feedback to support academic achievement and engagement. These student groups often benefit from additional instructional supports, personalized learning experiences, and resources that help address learning gaps and promote equitable access to grade-level standards.</p> <p>Based on our data, we have identified learning gaps of unduplicated students compared with the general student population.<br/>Smarter Balance Assessment Consortium (SBAC) Math Proficiency Rate<br/>All students 22.3%<br/>Socio-Economically Disadvantaged (SED) = 13.9%<br/>English Learner (EL) = 6.8%<br/>Foster Youth = 16.7%<br/>Spring Standardized Testing and Reporting (STAR) Math for EL = 7.6%</p> <p>Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) Proficiency Rate<br/>All Students 36.7%</p> | <p>The acquisition of educational software licenses and digital learning platforms provides students with access to supplemental instructional content, intervention resources, assessment tools, and personalized learning opportunities that support academic growth. These platforms allow teachers to differentiate instruction, provide targeted support, monitor student progress, and identify areas where additional intervention is needed. Many of these programs include language development supports, adaptive learning features, and accessibility tools that are particularly beneficial for English learners, low-income students, and foster youth.</p> <p>This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels within the district. Providing consistent access to these resources ensures that all students, including those with the greatest academic needs, receive equitable opportunities to engage with high-quality instructional materials and interventions. Implementing these supports districtwide promotes consistency, expands access, and maximizes the effectiveness of instructional practices designed to improve outcomes for unduplicated pupils.</p> | 4.1 and 4.4                        |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Metric(s) to Monitor Effectiveness |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>Socio-Economically Disadvantaged (SED) = 25.7%</p> <p>English Learner (EL) = 4.8%</p> <p>Foster Youth = 25.0%</p> <p>Spring Standardized Testing and Reporting (STAR) Reading for English Learner (EL) = 30.8%</p> <p>Computer Aided Software Testing (CAST) Socio-Economically Disadvantaged (SED) = 14.9%</p> <p>English Learner (EL) = 0.8%</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
| <b>4.15</b>       | <p><b>Action:</b><br/>Ongoing Professional Development</p> <p><b>Need:</b><br/>Unduplicated pupils, including low-income students, English learners, and foster youth, require access to high-quality instruction, culturally responsive teaching practices, social-emotional supports, and positive learning environments to address achievement gaps and improve educational outcomes. Local data indicate a continued need to strengthen instructional practices, increase student engagement, support student well-being, and ensure staff are equipped to meet the diverse academic, behavioral, and social-emotional needs of these student groups.</p> <p>Based on SY 2024-2025 Math Performance</p> | <p>The district will provide ongoing professional development opportunities for all staff to strengthen instructional practices, student support services, and schoolwide systems that directly impact student achievement and well-being. Training topics such as differentiated instruction, classroom management, social-emotional learning, restorative practices, mental health awareness, de-escalation strategies, technology integration, and school safety equip staff with the knowledge and skills necessary to effectively serve unduplicated pupils.</p> <p>While the professional development is provided on an LEA-wide basis, unduplicated pupils are expected to benefit most because these students are more likely to experience barriers that impact academic success, engagement, attendance, and school connectedness. Consistent training across</p> | 4.1 and 4.2                        |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>Data for students who met or exceeded standard is as follows:</p> <p>All Students = 24.32%<br/> SED = 15.68%<br/> EL = 7.72%<br/> LTEL = 3.08%<br/> Foster Youth = NA (&lt;11 students tested)</p> <p>Based on SY 2024-2025 ELA Performance Data for students who met or exceeded standard is as follows:</p> <p>All Students = 35.95%<br/> SED = 25.76%<br/> EL = 7.82%<br/> LTEL = 1.52%<br/> Foster Youth = NA (&lt;11 students tested)</p> <p>Based on SY 2024-2025 Science Performance Data for students who met or exceeded standard is as follows:</p> <p>All Students = 22.36%<br/> SED = 14.10%<br/> EL = 1.20%<br/> LTEL = 0.00%</p> <p>Based on SY 2024-2025 ELPAC data for students who scored at Level 4 is as follows:</p> <p>15.46% of OUESD English Learners scored at Level 4 in the Spring 2025 ELPAC Summative.</p> <p>Based on SY 2024-2025 ELPAC data for</p> | <p>all schools and departments ensures that staff implement aligned instructional and support practices, creating equitable learning environments and access to services for unduplicated pupils throughout the district. The district has determined that a comprehensive LEA-wide approach is the most effective method to build staff capacity and ensure consistent implementation of practices that support the unique needs of low-income students, English learners, and foster youth.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>students were making progress is as follows:</p> <p>43.8% of OUESD English Learners are making progress towards proficiency in English language in the Spring 2025 ELPAC.</p> <p>Based on SY 2024-2025 ELPAC data for students reclassified as Fluent English Proficient:</p> <p>5.0% of OUESD English Learner student reclassified as Fluent English Proficient</p> <p>OUESD = approximately <math>103/722 = 14.3\%</math><br/>Fall 1 submission</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                             |                                    |

### ***Limited Actions***

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

| Goal and Action # | Identified Need(s)                                                            | How the Action(s) are Designed to Address Need(s)                                                                                                                                                                                        | Metric(s) to Monitor Effectiveness |
|-------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>2.2</b>        | <p><b>Action:</b><br/>District Bilingual Receptionist</p> <p><b>Need:</b></p> | The Bilingual Receptionist will be the point of contact, offering personalized assistance and guidance to families. The Bilingual Receptionist will help parents become more comfortable reaching out to the district, who may otherwise | 2.2, 2.4, and 2.6                  |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) are Designed to Address Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Metric(s) to Monitor Effectiveness |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>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 CSPA.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>                                                                                                                                                                                      | <p>struggle to navigate administrative processes or effectively communicate their needs because of language barriers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                    |
| 4.5               | <p><b>Action:</b><br/>Additional Long Term English Learners Support</p> <p><b>Need:</b><br/>The district recognizes the challenges of our long-term EL, particularly in reading and writing. It has been difficult for them to meet the passing score in the state assessments so that they can be reclassified. The longer they stay in the program, the more challenging they are to pass the state assessments. 7.4% of OUESD English Learners are considered Long Term. OUESD long-term English Learners' academic performance is very low: LTEL have a proficiency rate of 1.9% in Math and 2.9% in ELA</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>This action will provide additional support and resources outside of the CORE materials for long-term ELs to become proficient in English. The supplemental materials are i-Ready, and various components to support this which is above and beyond our core program for LTEL's. The program will provide the right amount of scaffolded support to help English Learners build on their knowledge to achieve independence. It will offer multiple opportunities for English Learners to acquire and use language that moves toward complexity.</p> | 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 |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>4.8</b>        | <p><b>Action:</b><br/>Bilingual Instructional Paraprofessional Support</p> <p><b>Need:</b><br/>English learners in every classroom continuously increases. Having additional adults to assist our teachers in the classroom will provide more time for teachers to listen and attend to the needs to their students. 5.6% of EL are being reclassified.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | The bilingual paraeducators will provide support to English Learners. The presence of Bilingual paraeducators in the classroom will help English Learners, particularly those who are new to the country. The presence of another adults who can 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

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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                                                              |

2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Totals    | \$57,097,124.00                                       | \$5,499,395.00                                                                      | 9.632%                                                                                                 | 0.390%                                                            | 10.022%                                                                                          |

| Totals | LCFF Funds     | Other State Funds | Local Funds    | Federal Funds | Total Funds     | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|----------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$9,145,501.00 | \$12,532,510.00   | \$1,044,906.00 | \$264,398.00  | \$22,987,315.00 | \$18,112,289.00 | \$4,875,026.00      |

| Goal # | Action # | Action Title                                                                    | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Time Span  | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds  | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|---------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|----------|------------------------------------------------|-------------|------------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|-----------------------------------------|
| 1      | 1.1      | Enhancing and Modernizing Educational Technology Devices for Staff and Students | All                                            | No                                              |          |                                                | All Schools | Ongoing    | \$0.00          | \$421,304.00        | \$0.00         | \$421,304.00      | \$0.00       | \$0.00        | \$421,304.00   | 0                                       |
| 1      | 1.2      | Interactive Panels                                                              | All                                            | No                                              |          |                                                | All Schools | Ongoing    | \$0.00          | \$0.00              | \$0.00         | \$0.00            | \$0.00       | \$0.00        | \$0.00         | 0                                       |
| 1      | 1.3      | Beginning/New Teacher Support and Assessment                                    | All                                            | No                                              |          |                                                | All Schools | Ongoing    | \$277,035.00    | \$71,514.00         | \$120,968.00   | \$0.00            | \$223,870.00 | \$3,711.00    | \$348,549.00   | 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          | \$248,758.00        | \$49,079.00    | \$199,679.00      | \$0.00       | \$0.00        | \$248,758.00   | 0                                       |
| 1      | 1.6      | Maintain and Update Facilities                                                  | All                                            | No                                              |          |                                                | All Schools | On Going   | \$235,025.00    | \$2,533,103.00      | \$2,120,239.00 | \$0.00            | \$647,889.00 | \$0.00        | \$2,768,128.00 | 0                                       |
| 1      | 1.7      | Instructional Materials for Elective Courses                                    | All                                            | No                                              |          |                                                | All Schools | Yearly     | \$0.00          | \$96,088.00         | \$0.00         | \$96,088.00       | \$0.00       | \$0.00        | \$96,088.00    | 0                                       |
| 1      | 1.8      | Library Program and Services                                                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing    | \$795,118.00    | \$60,026.00         | \$828,710.00   | \$0.00            | \$0.00       | \$26,434.00   | \$855,144.00   | 0                                       |
| 1      | 1.9      | Recruitment and Retainment                                                      | All                                            | No                                              |          |                                                | All Schools | On going   | \$1,462.00      | \$37,214.00         | \$38,676.00    | \$0.00            | \$0.00       | \$0.00        | \$38,676.00    | 0                                       |
| 1      | 1.10     | School Site Leads Stipends                                                      | All                                            | No                                              |          |                                                | All Schools | Yearly     | \$49,984.00     | \$0.00              | \$38,842.00    | \$0.00            | \$0.00       | \$11,142.00   | \$49,984.00    | 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                                       |

| 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      | 1.12     | More Inclusive Menu in the Cafeteria                     | All                                            | No                                              |                                          |                                                | All Schools | On going       | \$0.00          | \$101,040.00        | \$0.00       | \$101,040.00      | \$0.00      | \$0.00        | \$101,040.00 | 0                                       |
| 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<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Yearly         | \$103,471.00    | \$1,500.00          | \$2,187.00   | \$102,784.00      | \$0.00      | \$0.00        | \$104,971.00 | 0                                       |
| 2      | 2.2      | District Bilingual Receptionist                          | English Learners                               | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | Yearly         | \$83,716.00     | \$0.00              | \$83,716.00  | \$0.00            | \$0.00      | \$0.00        | \$83,716.00  | 0                                       |
| 2      | 2.3      | Student and Family Engagement Specialist                 | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Yearly         | \$161,914.00    | \$4,079.00          | \$4,079.00   | \$161,914.00      | \$0.00      | \$0.00        | \$165,993.00 | 0                                       |
| 2      | 2.4      | Workshops and Virtual Training for Parents and Guardians | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | On going       | \$0.00          | \$7,000.00          | \$2,000.00   | \$0.00            | \$0.00      | \$5,000.00    | \$7,000.00   | 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<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | On going       | \$0.00          | \$7,000.00          | \$2,000.00   | \$0.00            | \$0.00      | \$5,000.00    | \$7,000.00   | 0                                       |
| 2      | 2.8      | Translation                                              | All                                            | No                                              |                                          |                                                | All Schools | On going       | \$41,127.00     | \$0.00              | \$41,127.00  | \$0.00            | \$0.00      | \$0.00        | \$41,127.00  | 0                                       |
| 2      | 2.9      | Family Engagement Events                                 | All                                            | No                                              |                                          |                                                | All Schools | On going       | \$0.00          | \$17,980.00         | \$0.00       | \$0.00            | \$0.00      | \$17,980.00   | \$17,980.00  | 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                   | Foster Youth<br>Low Income                     | Yes                                             | LEA-wide                                 | Foster Youth<br>Low Income                     | All Schools | Yearly         | \$885,356.00    | \$0.00              | \$885,356.00 | \$0.00            | \$0.00      | \$0.00        | \$885,356.00 | 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      | 3.3      | Counselors and Mental Health Professionals                          | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                | Yearly        | \$1,185,313.00  | \$0.00              | \$123,512.00 | \$1,061,801.00    | \$0.00       | \$0.00        | \$1,185,313.00 | 0                                       |
| 3      | 3.4      | MTSS SEL Lead                                                       | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                | Yearly        | \$186,704.00    | \$0.00              | \$39,307.00  | \$0.00            | \$147,397.00 | \$0.00        | \$186,704.00   | 0                                       |
| 3      | 3.5      | Child Welfare and Attendance (CWA)                                  | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                | Yearly        | \$178,218.00    | \$76,633.00         | \$165,743.00 | \$89,108.00       | \$0.00       | \$0.00        | \$254,851.00   | 0                                       |
| 3      | 3.6      | School Resource Officer                                             | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                | Yearly        | \$75,652.00     | \$0.00              | \$75,652.00  | \$0.00            | \$0.00       | \$0.00        | \$75,652.00    | 0                                       |
| 3      | 3.7      | Series of Safe School Climate Professional Development              | All                                            | No                                              |             |                                                | All Schools                                                                                | On going      | \$17,819.00     | \$0.00              | \$17,819.00  | \$0.00            | \$0.00       | \$0.00        | \$17,819.00    | 0                                       |
| 3      | 3.8      | District Plans and Supplies to Maintain Positive School Climate     | All                                            | No                                              |             |                                                | All Schools                                                                                | Through 25-26 | \$0.00          | \$0.00              | \$0.00       | \$0.00            | \$0.00       | \$0.00        | \$0.00         | 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          | \$13,250.00         | \$0.00       | \$0.00            | \$13,250.00  | \$0.00        | \$13,250.00    | 0                                       |
| 3      | 3.11     | Explore Other Socio-Emotional (SEL) Learning Resources and Programs | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                | Yearly        | \$0.00          | \$4,500.00          | \$1,500.00   | \$3,000.00        | \$0.00       | \$0.00        | \$4,500.00     | 0                                       |
| 3      | 3.12     | California Healthy Kids Survey                                      | All                                            | No                                              |             |                                                | All Schools                                                                                | Yearly        | \$0.00          | \$3,945.00          | \$3,945.00   | \$0.00            | \$0.00       | \$0.00        | \$3,945.00     | 0                                       |
| 3      | 3.13     | Office Clerk                                                        | English Learners<br>Foster Youth<br>Low Income | Yes                                             | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Delta Vista Middle School and O'Hara Park Middle School<br>All Grades | Yearly        | \$210,217.00    | \$0.00              | \$210,217.00 | \$0.00            | \$0.00       | \$0.00        | \$210,217.00   | 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      | 3.14     | 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<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                        | Yearly             | \$1,249,139.00  | \$0.00              | \$1,070,785.00 | \$124,166.00      | \$0.00      | \$54,188.00   | \$1,249,139.00 | 0                                       |
| 3      | 3.16     | Site-based Supplemental Support                                             | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                        | On going           | \$206,993.00    | \$308,444.00        | \$515,437.00   | \$0.00            | \$0.00      | \$0.00        | \$515,437.00   | 0                                       |
| 4      | 4.1      | Learning Platforms for Students with Individualize Educational Plans (IEPs) | Students with Disabilities                     | No                                              |                                          |                                                | All Schools                                        | On going           | \$0.00          | \$54,439.00         | \$0.00         | \$54,439.00       | \$0.00      | \$0.00        | \$54,439.00    | 0                                       |
| 4      | 4.2      | Expanded Learning Intervention/Tutorials                                    | All                                            | No                                              |                                          |                                                | All Schools                                        | On going           | \$3,406,748.00  | \$241,117.00        | \$0.00         | \$3,647,865.00    | \$0.00      | \$0.00        | \$3,647,865.00 | 0                                       |
| 4      | 4.3      | Instructional Paraprofessional Support                                      | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                        | Yearly             | \$1,261,754.00  | \$0.00              | \$1,034,269.00 | \$227,485.00      | \$0.00      | \$0.00        | \$1,261,754.00 | 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             | \$13,914.00     | \$27,800.00         | \$13,914.00    | \$0.00            | \$0.00      | \$27,800.00   | \$41,714.00    | 0                                       |
| 4      | 4.6      | English Learner New Comer Program                                           | EL Students                                    | No                                              |                                          |                                                | All Schools<br>Specific Schools:<br>Middle Schools | Yearly             | \$0.00          | \$0.00              | \$0.00         | \$0.00            | \$0.00      | \$0.00        | \$0.00         | 0                                       |
| 4      | 4.7      | English Learners Program Monitoring Platform                                | English Learners                               | No                                              |                                          |                                                | 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             | \$276,307.00    | \$0.00              | \$2,742.00     | \$273,565.00      | \$0.00      | \$0.00        | \$276,307.00   | 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 |
|--------|----------|--------------------------------------------------------------|------------------------------------------|-------------------------------------------------|----------|------------------------------------------|-------------|----------------------|-----------------|---------------------|--------------|-------------------|-------------|---------------|----------------|-----------------------------------------|
|        |          |                                                              |                                          |                                                 | s)       |                                          |             |                      |                 |                     |              |                   |             |               |                |                                         |
| 4      | 4.9      | SPED Instructional Paraprofessional Support                  | Students with Disabilities               | No                                              |          |                                          | All Schools | Yearly               | \$4,583,152.00  | \$0.00              | \$0.00       | \$4,583,152.00    | \$0.00      | \$0.00        | \$4,583,152.00 | 0                                       |
| 4      | 4.10     | Coordinator of Intervention and English Learner Program      | All                                      | No                                              |          |                                          | All Schools | Not filling in 26-27 | \$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 Low Income | Yes                                             | LEA-wide | English Learners Foster Youth Low Income | All Schools | Yearly               | \$305,148.00    | \$0.00              | \$305,148.00 | \$0.00            | \$0.00      | \$0.00        | \$305,148.00   | 0                                       |
| 4      | 4.12     | Extended Day Learning Coordinator                            | All                                      | No                                              |          |                                          | All Schools | Yearly               | \$170,120.00    | \$0.00              | \$0.00       | \$170,120.00      | \$0.00      | \$0.00        | \$170,120.00   | 0                                       |
| 4      | 4.13     | Clerk for Student Services                                   | All                                      | No                                              |          |                                          | All Schools | Yearly               | \$72,473.00     | \$0.00              | \$0.00       | \$27,176.00       | \$0.00      | \$45,297.00   | \$72,473.00    | 0                                       |
| 4      | 4.14     | Enhancing Academic Support Through Online Learning Platforms | English Learners Foster Youth Low Income | Yes                                             | LEA-wide | English Learners Foster Youth Low Income | All Schools | On going             | \$141,151.00    | \$104,495.00        | \$107,143.00 | \$96,157.00       | \$0.00      | \$42,346.00   | \$245,646.00   | 0                                       |
| 4      | 4.15     | Ongoing Professional Development                             | English Learners Foster Youth Low Income | Yes                                             | LEA-wide | English Learners Foster Youth Low Income | All Schools | On going             | \$410,473.00    | \$0.00              | \$255,233.00 | \$117,240.00      | \$12,500.00 | \$25,500.00   | \$410,473.00   | 0                                       |
| 4      | 4.16     | Universal Screener, Diagnostic, and Placement Assessments    | All                                      | No                                              |          |                                          | All Schools | On going             | \$33,357.00     | \$180,760.00        | \$39,730.00  | \$174,387.00      | \$0.00      | \$0.00        | \$214,117.00   | 0                                       |
| 4      | 4.17     | Itinerant Teachers                                           | All                                      | No                                              |          |                                          | All Schools | Yearly               | \$1,493,429.00  | \$0.00              | \$909,936.00 | \$583,493.00      | \$0.00      | \$0.00        | \$1,493,429.00 | 0                                       |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| \$57,097,124.00              | \$5,499,395.00                                             | 9.632%                                                                                              | 0.390%                                                   | 10.022%                                                                                       | \$5,728,650.00                                          | 0.000%                                               | 10.033 %                                                                                               | <b>Total:</b>            | \$5,728,650.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>LEA-wide Total:</b>   | \$5,418,061.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Limited Total:</b>    | \$100,372.00     |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Schoolwide Total:</b> | \$210,217.00     |

| Goal | Action # | Action Title                                             | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|----------------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 1    | 1.8      | Library Program and Services                             | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$828,710.00                                               | 0                                           |
| 2    | 2.1      | Parent and Community Liaisons                            | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,187.00                                                 | 0                                           |
| 2    | 2.2      | District Bilingual Receptionist                          | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$83,716.00                                                | 0                                           |
| 2    | 2.3      | Student and Family Engagement Specialist                 | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$4,079.00                                                 | 0                                           |
| 2    | 2.4      | Workshops and Virtual Training for Parents and Guardians | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,000.00                                                 | 0                                           |
| 2    | 2.7      | Parent Advisory Groups                                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,000.00                                                 | 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    | 3.2      | Campus Supervisors and Crossing Guards                              | Yes                                             | LEA-wide                                 | Foster Youth Low Income                  | All Schools                                                                          | \$885,356.00                                               | 0                                           |
| 3    | 3.3      | Counselors and Mental Health Professionals                          | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$123,512.00                                               | 0                                           |
| 3    | 3.4      | MTSS SEL Lead                                                       | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$39,307.00                                                | 0                                           |
| 3    | 3.5      | Child Welfare and Attendance (CWA)                                  | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$165,743.00                                               | 0                                           |
| 3    | 3.6      | School Resource Officer                                             | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$75,652.00                                                | 0                                           |
| 3    | 3.11     | Explore Other Socio-Emotional (SEL) Learning Resources and Programs | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$1,500.00                                                 | 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 | \$210,217.00                                               | 0                                           |
| 3    | 3.15     | Co- Administrators                                                  | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$1,070,785.00                                             | 0                                           |
| 3    | 3.16     | Site-based Supplemental Support                                     | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$515,437.00                                               | 0                                           |
| 4    | 4.3      | Instructional Paraprofessional Support                              | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools                                                                          | \$1,034,269.00                                             | 0                                           |
| 4    | 4.5      | Additional Long Term English Learners Support                       | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                         | All Schools                                                                          | \$13,914.00                                                | 0                                           |
| 4    | 4.8      | Bilingual Instructional Paraprofessional Support                    | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                         | All Schools                                                                          | \$2,742.00                                                 | 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 (%) |
|------|----------|--------------------------------------------------------------|-------------------------------------------------|----------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 4    | 4.11     | MTSS Teacher on Special Assignment                           | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$305,148.00                                               | 0                                           |
| 4    | 4.14     | Enhancing Academic Support Through Online Learning Platforms | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$107,143.00                                               | 0                                           |
| 4    | 4.15     | Ongoing Professional Development                             | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$255,233.00                                               | 0                                           |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|------------------------------------------------------|--------------------------------------------|
| Totals | \$24,694,122.82                                      | \$25,278,719.97                            |

| 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                                             | \$791,223.00                                   | 527,309.73                                        |
| 1                  | 1.2                  | Interactive Panels                                                              | No                                             | \$29,284.00                                    | 72,200.12                                         |
| 1                  | 1.3                  | Beginning/New Teacher Support and Assessment                                    | No                                             | \$374,052.00                                   | 440,080.72                                        |
| 1                  | 1.4                  | Curriculum Year-at-a-Glance, Focus Guide, and Standard Instructional Guide      | No                                             | \$0.00                                         | 0.00                                              |
| 1                  | 1.5                  | Standard-aligned Instructional Materials for Core Subjects                      | No                                             | \$321,934.00                                   | 464,096.10                                        |
| 1                  | 1.6                  | Maintain and Update Facilities                                                  | No                                             | \$2,678,886.00                                 | 2,821,777.48                                      |
| 1                  | 1.7                  | Instructional Materials for Elective Courses                                    | No                                             | \$54,647.00                                    | 115,010.25                                        |
| 1                  | 1.8                  | Library Program and Services                                                    | No                                             | \$853,984.00                                   | 836,611.15                                        |
| 1                  | 1.9                  | Recruitment and Retainment                                                      | No                                             | \$36,007.00                                    | 37,207.21                                         |
| 1                  | 1.10                 | School Site Leads Stipends                                                      | No                                             | \$49,877.00                                    | 41,400.00                                         |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                               | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 1                  | 1.11                 | Nutrition Services Facility Modernization                | No                                             | \$0.00                                         | 404,590.09                                        |
| 1                  | 1.12                 | More Inclusive Menu in the Cafeteria                     | No                                             | \$0.00                                         | 94,876.89                                         |
| 1                  | 1.13                 | Digital Meal Application                                 | No                                             | \$0.00                                         | 0.00                                              |
| 2                  | 2.1                  | Parent and Community Liaisons                            | Yes                                            | \$203,076.00                                   | 140,365.77                                        |
| 2                  | 2.2                  | District Bilingual Receptionist                          | Yes                                            | \$82,845.00                                    | 83,912.79                                         |
| 2                  | 2.3                  | Student and Family Engagement Specialist                 | Yes                                            | \$169,916.00                                   | 165,737.76                                        |
| 2                  | 2.4                  | Workshops and Virtual Training for Parents and Guardians | Yes                                            | \$15,600.00                                    | 8,034.57                                          |
| 2                  | 2.5                  | Parent Portal                                            | No                                             | \$56,984.00                                    | 56,984.21                                         |
| 2                  | 2.6                  | Two-way Communication Tool and District Website          | No                                             | \$36,490.00                                    | 36,490.00                                         |
| 2                  | 2.7                  | Parent Advisory Groups                                   | Yes                                            | \$12,808.00                                    | 12,200.00                                         |
| 2                  | 2.8                  | Translation                                              | No                                             | \$29,070.00                                    | 50,292.96                                         |
| 2                  | 2.9                  | Family Engagement Events                                 | No                                             | \$30,000.00                                    | 15,419.61                                         |
| 3                  | 3.1                  | District-wide Security Infrastructure Updates            | No                                             | \$0.00                                         | 0.00                                              |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                          | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 3                  | 3.2                  | Campus Supervisors and Crossing Guards                              | No                                             | \$861,009.00                                   | 651,542.04                                        |
| 3                  | 3.3                  | Counselors and Mental Health Professionals                          | Yes                                            | \$1,747,175.00                                 | 1,475,388.00                                      |
| 3                  | 3.4                  | MTSS Social Worker                                                  | Yes                                            | \$183,071.00                                   | 178,773.30                                        |
| 3                  | 3.5                  | Coordinator of Special Projects                                     | Yes                                            | \$308,865.00                                   | 303,206.26                                        |
| 3                  | 3.6                  | School Resource Officer                                             | No                                             | \$75,000.00                                    | 73,447.00                                         |
| 3                  | 3.7                  | Series of Safe School Climate Professional Development              | No                                             | \$13,847.00                                    | 16,279.08                                         |
| 3                  | 3.8                  | District Plans and Supplies to Maintain Positive School Climate     | No                                             | \$15,431.32                                    | 0.00                                              |
| 3                  | 3.9                  | Cybersecurity and Digital Citizenship                               | No                                             | \$60,750.00                                    | 60,750.00                                         |
| 3                  | 3.10                 | MTSS Digital Platform                                               | No                                             | \$0.00                                         | 0.00                                              |
| 3                  | 3.11                 | Explore Other Socio-Emotional (SEL) Learning Resources and Programs | Yes                                            | \$3,150.00                                     | 0.00                                              |
| 3                  | 3.12                 | California Healthy Kids Survey                                      | No                                             | \$1,575.00                                     | 3,781.80                                          |
| 3                  | 3.13                 | Office Clerk                                                        | Yes                                            | \$129,279.00                                   | 130,921.85                                        |
| 3                  | 3.14                 | Student Field Trips and Educational Activities                      | No                                             | \$0.00                                         | 0.00                                              |
| 3                  | 3.15                 | Co- Administrators                                                  | Yes                                            | \$1,971,759.00                                 | 1,647,649.90                                      |

| 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                  | 3.16                 | Site-based Supplemental Support                                             | Yes                                            | \$520,295.00                                   | 501,383.00                                        |
| 4                  | 4.1                  | Learning Platforms for Students with Individualize Educational Plans (IEPs) | No                                             | \$64,519.00                                    | 63,088.77                                         |
| 4                  | 4.2                  | Expanded Learning Intervention/Tutorials                                    | No                                             | \$3,582,251.00                                 | 3,460,529.85                                      |
| 4                  | 4.3                  | Instructional Paraprofessional Support                                      | Yes                                            | \$942,035.00                                   | 1,394,647.63                                      |
| 4                  | 4.4                  | Online Learning Platform That Allow Students to Practice at Their Own Level | No                                             | \$98,813.00                                    | 104,437.71                                        |
| 4                  | 4.5                  | Additional Long Term English Learners Support                               | Yes                                            | \$33,678.00                                    | 21,325.00                                         |
| 4                  | 4.6                  | English Learner New Comer Program                                           | No                                             | \$169,497.50                                   | 122,654.47                                        |
| 4                  | 4.7                  | English Learners Program Monitoring Platform                                | No                                             | \$0.00                                         | 0.00                                              |
| 4                  | 4.8                  | Bilingual Instructional Paraprofessional Support                            | Yes                                            | \$237,137.00                                   | 339,500.41                                        |
| 4                  | 4.9                  | SPED Instructional Paraprofessional Support                                 | No                                             | \$5,265,992.00                                 | 5,515,762.41                                      |
| 4                  | 4.10                 | Coordinator of Intervention and English Learner Program                     | Yes                                            | \$0.00                                         | 0.00                                              |
| 4                  | 4.11                 | MTSS Teacher on Special Assignment                                          | Yes                                            | \$451,819.00                                   | 357,540.23                                        |
| 4                  | 4.12                 | Extended Day Learning Coordinator                                           | No                                             | \$176,539.00                                   | 104,265.36                                        |

| 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                  | 4.13                 | Clerk for Student Services                                   | No                                             | \$71,631.00                                    | 72,624.80                                         |
| 4                  | 4.14                 | Enhancing Academic Support Through Online Learning Platforms | No                                             | \$150,136.00                                   | 104,265.36                                        |
| 4                  | 4.15                 | Ongoing Professional Development                             | No                                             | \$334,578.00                                   | 528,464.49                                        |
| 4                  | 4.16                 | Universal Screener, Diagnostic, and Placement Assessments    | No                                             | \$180,026.00                                   | 162,963.51                                        |
| 4                  | 4.17                 | Itinerant Teachers                                           | No                                             | \$1,217,582.00                                 | 1,458,930.33                                      |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| \$5,149,604                                                                      | \$5,204,324.00                                          | \$4,936,839.17                                                        | \$267,484.83                                                                                       | 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                                             | \$203,076.00                                                           | 139,792.68                                                                | 0                                       |                                                                     |
| 2                  | 2.2                  | District Bilingual Receptionist                                     | Yes                                             | \$82,845.00                                                            | 83,912.79                                                                 | 0                                       |                                                                     |
| 2                  | 2.3                  | Student and Family Engagement Specialist                            | Yes                                             | \$169,916.00                                                           | 165,737.76                                                                | 0                                       |                                                                     |
| 2                  | 2.4                  | Workshops and Virtual Training for Parents and Guardians            | Yes                                             | \$2,000.00                                                             | 6,000.00                                                                  | 0                                       |                                                                     |
| 2                  | 2.7                  | Parent Advisory Groups                                              | Yes                                             | \$6,400.00                                                             | 6,600.00                                                                  | 0                                       |                                                                     |
| 3                  | 3.3                  | Counselors and Mental Health Professionals                          | Yes                                             | \$464,592.00                                                           | 339,678.00                                                                | 0                                       |                                                                     |
| 3                  | 3.4                  | MTSS Social Worker                                                  | Yes                                             | \$174,498.00                                                           | 38,013.39                                                                 | 0                                       |                                                                     |
| 3                  | 3.5                  | Coordinator of Special Projects                                     | Yes                                             | \$295,381.00                                                           | 303,206.26                                                                | 0                                       |                                                                     |
| 3                  | 3.11                 | Explore Other Socio-Emotional (SEL) Learning Resources and Programs | Yes                                             | \$0.00                                                                 | 2,713.42                                                                  | 0                                       |                                                                     |
| 3                  | 3.13                 | Office Clerk                                                        | Yes                                             | \$129,279.00                                                           | 130,921.00                                                                | 0                                       |                                                                     |
| 3                  | 3.15                 | Co- Administrators                                                  | Yes                                             | \$1,511,164.00                                                         | 1,235,737.00                                                              | 0                                       |                                                                     |
| 3                  | 3.16                 | Site-based Supplemental Support                                     | Yes                                             | \$520,295.00                                                           | 501,383.00                                                                | 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                  | 4.3                  | Instructional Paraprofessional Support                  | Yes                                             | \$942,035.00                                                           | 1,320,286.87                                                              | 0                                       |                                                                     |
| 4                  | 4.5                  | Additional Long Term English Learners Support           | Yes                                             | \$13,887.00                                                            | 10,000.00                                                                 | 0                                       |                                                                     |
| 4                  | 4.8                  | Bilingual Instructional Paraprofessional Support        | Yes                                             | \$237,137.00                                                           | 295,317.00                                                                | 0                                       |                                                                     |
| 4                  | 4.10                 | Coordinator of Intervention and English Learner Program | Yes                                             | \$0.00                                                                 | 0.00                                                                      | 0                                       |                                                                     |
| 4                  | 4.11                 | MTSS Teacher on Special Assignment                      | Yes                                             | \$451,819.00                                                           | 357,540.00                                                                | 0                                       |                                                                     |

## 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| \$54,516,613                                              | \$5,149,604                                                       | 0                                                        | 9.446%                                                                                                          | \$4,936,839.17                                                               | 0.000%                                                        | 9.056%                                                                                     | \$212,764.83                                                               | 0.390%                                            |

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto: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, Statutes of 2024.

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

**Engaging Educational Partners**

***Purpose***

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

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

**Requirements**

***Requirements***

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

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

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

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

# Requirements and Instructions

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

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

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

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

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

## Type of Goal

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

## State Priorities addressed by this goal.

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

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

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

### **For Technical Assistance**

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

### **For Lowest Performing Dashboard Indicators**

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

### **For LEAs With Unexpended LREBG Funds**

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## ***Total Planned Expenditures Table***

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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