



## LCFF Budget Overview for Parents

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

CDS Code: 07-61770-0000000

School Year: 2025-26

LEA contact information:

Aida Glimme

Superintendent

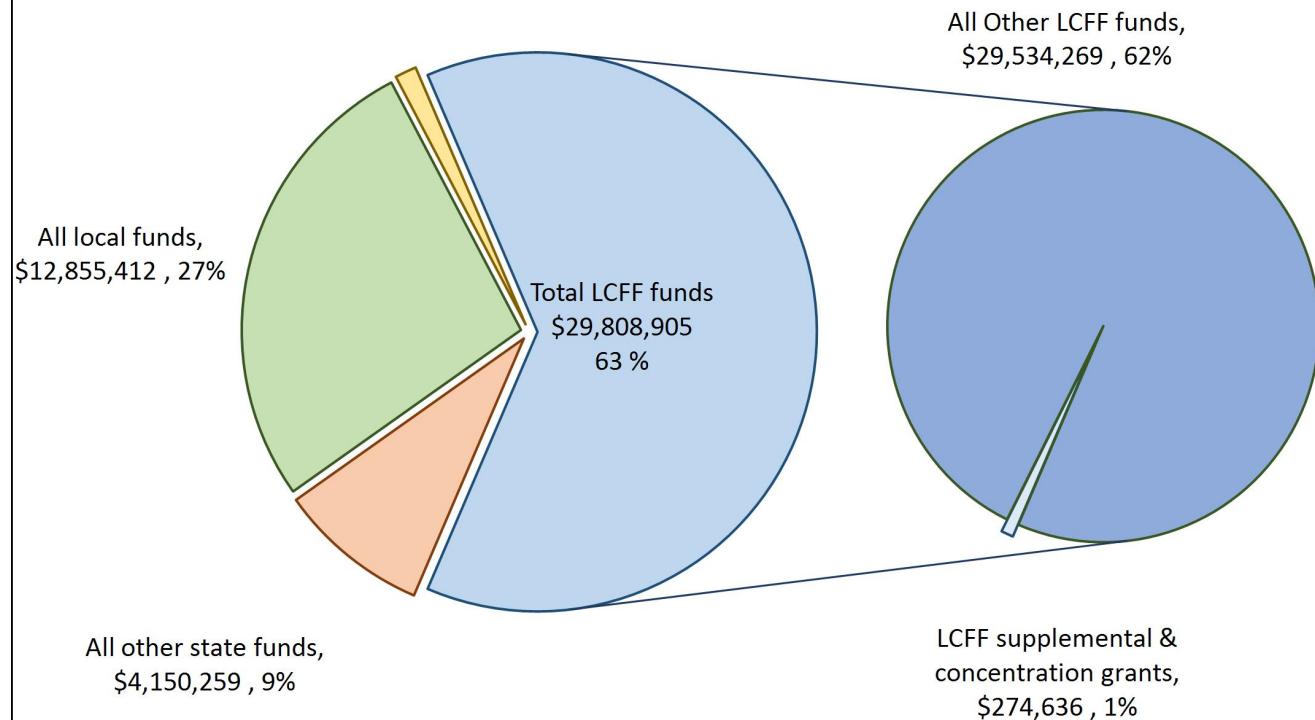
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9252586201

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

### Budget Overview for the 2025-26 School Year

#### Projected Revenue by Fund Source

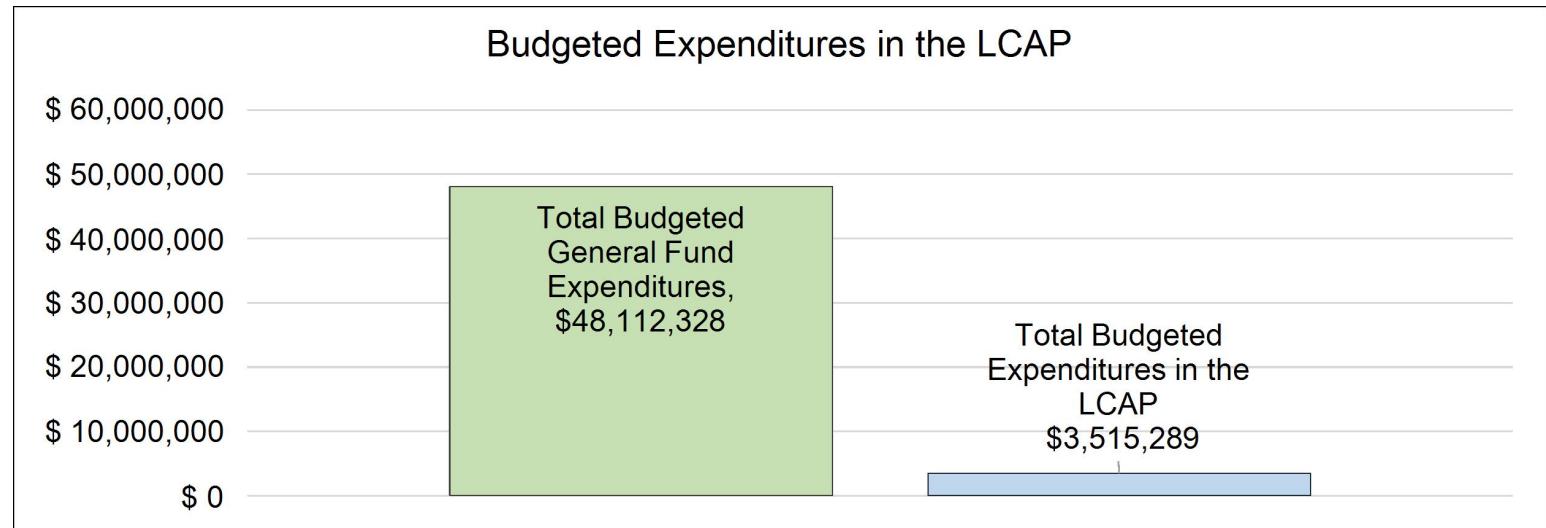


This chart shows the total general purpose revenue Orinda Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orinda Union Elementary School District is \$47,404,953, of which \$29,808,905 is Local Control Funding Formula (LCFF), \$4,150,259 is other state funds, \$12,855,412 is local funds, and \$590,377 is federal funds. Of the \$29,808,905 in LCFF Funds, \$274,636 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 Orinda Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orinda Union Elementary School District plans to spend \$48,112,328 for the 2025-26 school year. Of that amount, \$3,515,289 is tied to actions/services in the LCAP and \$44,597,039 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

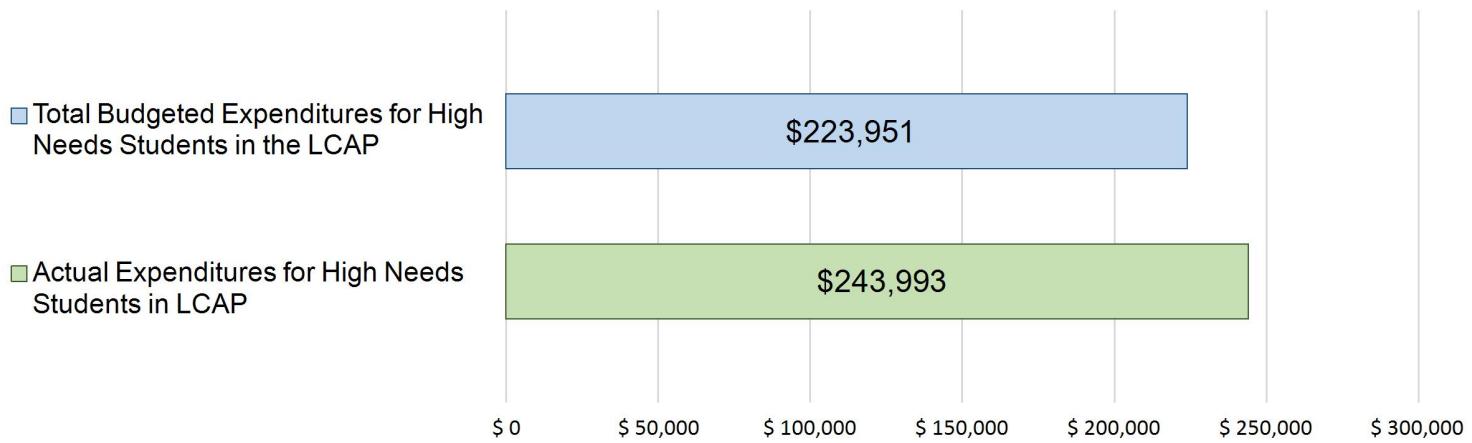
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Orinda Union Elementary School District is projecting it will receive \$274,636 based on the enrollment of foster youth, English learner, and low-income students. Orinda Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orinda Union Elementary School District plans to spend \$604,183 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2024-25, Orinda Union Elementary School District's LCAP budgeted \$223,951 for planned actions to increase or improve services for high needs students. Orinda Union Elementary School District actually spent \$243,993 for actions to increase or improve services for high needs students in 2024-25.



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orinda Union Elementary School District	Aida Glimme Superintendent	aglimme@orinda.k12.ca.us 9252586201

## Plan Summary [2025-26]

### General Information

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

Orinda Union School District (OUSD) is an elementary school district that strives to be a learning community that "Inspires, Engages and Supports ALL students." OUSD is considered to be one of the highest-performing school districts in California. OUSD has four elementary schools serving students enrolled in Transitional Kindergarten (TK) through grade five (5) and one middle school serving students in grades six (6) through eight (8). The District partners with one high school district, Acalanes Union High School District (AUHSD).

OUSD serves over 2,590 students, and the District is projecting a slow increase throughout the next three years. The following is a demographic overview of the current OUSD student population:

- African American - 0.8%
- American Indian - .2%
- Asian - 19.2%
- Filipino - 1.4%
- Hispanic / Latino - 8.1%
- Pacific Islander - .1%
- White - 52.3%
- Two or More Races - 16.7%
- Not Reported 1.4%

The 2024-2025 percentage of unduplicated students, foster youth, English learners, or those who qualify for free and reduced-price meals is

5.2%.

OUSD students achieve at high levels as measured by the California School Dashboard and state assessments. The CA School Dashboard tracks OUSD ELA and Math achievement in the "blue" range, which is the highest "status and progress" range on the indicator.

Based on the 2023 administration of the California Healthy Kids Survey, all schools reported a healthy climate, highly connected and engaged students, and improving social-emotional and wellness indicators.

OUSD employs over 300 dedicated teachers, support staff, and administrators who help students achieve high learning levels. The District offers excellent working conditions, a competitive salary schedule, and relevant professional development opportunities, which have resulted in high staff recruitment and retention rates.

OUSD parents and guardians are highly engaged within the schools and the District. Parents volunteer at schools, in the classrooms, at lunch, on field trips, and by organizing community-building events. Parent organizations such as the districtwide foundation, ONE, and school Parent Clubs raise significant funds to supplement the low funding provided by the State. Parents' donations contribute to approximately 9% of the District's annual revenue. The Orinda community as a whole has demonstrated strong support with the passage of three local Parcel Taxes and two current bonds.

The Local Control and Accountability Plan (LCAP) is aligned with the OUSD Strategic Directions revised in the 2021-2022 school year. The LCAP is considered a dynamic document that outlines the goals, actions, services, measurable outcomes, and budgeted expenditures, further defining and supporting the District's Strategic Directions.

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

## Reflections: Annual Performance

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

The 2024 California School Dashboard reflects the high achievement of the Orinda Union School District (OUSD) students, and the dedication and high-quality work of the OUSD staff as they support the students in their learning and ongoing progress. The Dashboard demonstrates the continuous progress that has been made to ensure ALL students are successful, and this is most notably visible in the area

of ELA and Math as all student groups are in the highest achievement ranges: green or blue. While this is a success, further examination of Smarter Balanced Assessments reveals persistent gaps in performance among groups of students, most notably English learners, Black or African American students, and students with disabilities. While the Dashboard clearly demonstrates high academic achievement, it also demonstrates the need for ongoing focus on Chronic Absenteeism and a decrease in Suspension Rates. The District does not have any student groups or schools in the "red" performance level in the area of chronic absenteeism. However, the "yellow" performance level was noted for Filipino and socioeconomically disadvantaged students. The district received an "orange" indicator for English Learners and Socioeconomically Disadvantaged students and a "yellow" indicator for Hispanic students for the Suspension Rate dashboard.

The 2024-2025 LCAP, based on the 2023 Dashboard, included "red" indicators for Chronic Absenteeism for Hispanic and English learner students. Additionally, specific schools, Wagner Ranch and OIS, had student groups in the "red" indicator. While we have seen improvements in chronic absenteeism, this continues to be an area of growth and monitoring.

#### Academic Performance

99% of OUSD students in grades three (3) through eight (8) participated in the 2023-2024 administration of CAASPP testing, which included assessments in the areas of English Language Arts (ELA), Mathematics, and Science (grades 5 and 7 only). The California School Dashboard includes ELA and Math achievement, and the OUSD students scored in the Blue range, which is the highest designation range. 86% of OUSD students meet or exceed ELA standards. All assessment scores are examined by student subgroups, and there are ongoing and persistent achievement gaps between certain groups of students. After years of positive trends, small declines were seen in numerous student subgroups. The biggest gaps in ELA performance remain between students with IEPs and English learners.

82% of OUSD students meet or exceed math standards with flat scores amongst all student groups. Persistent gap remains most significantly seen between Black/African American students, English learners, and students with IEPs.

74% of OUSD students meet or exceed Science standards. The most significant gaps are seen amongst students with IEPs.

A cohort of students was followed throughout the grade levels, and achievement generally decreased as students transitioned from elementary to middle school.

A significant districtwide effort continues to be made to align the grade-level and departmental curricula. Structures have been put in place to support this and vertical alignment, and they include changes in the school day schedule to allow for ongoing teacher collaboration, implementation of a professional learning community system, support for the development of teacher leadership in the form of grade-level leader stipends, and professional development through the CAPS network. The identified needs include ongoing work in this area as well as alignment in instructional practices and grading policies.

To support early literacy efforts, during the 2023 school year, the District adopted a comprehensive K-3 Phonics program based on the science of reading methodology. The systematic approach to teaching decoding and phonics will support early reading strategies and identify students in need of intervention and targeted support. Additional training and support were implemented to continue the growth of the Phonics program during the 2024 school year. Two Intervention Specialists (Teachers on Special Assignment, TOSA) provide support to students identified for reading support in elementary schools.

Based on the provided input, staff has committed to exploring ways of restructuring the current schedule to allow for targeted tutoring in subjects other than ELA, mainly focused on math in elementary schools. Additional support will be provided to teachers in the area of

differentiation for all subject matters. Elementary schools have piloted embedded intervention time (what I need, WIN) time to provide targeted intervention and acceleration during the school day.

A designated staff member is focused on providing ELD instruction to English learners. Additional collaboration efforts will be made to support all staff members to ensure all English learners are making sufficient progress. A special education PLC was formed, and job-like meetings are held regularly for teachers, aides, and psychologists to provide regular training and professional development to support students with IEPs. During input sessions, the identified need was providing additional support and training for special education aides.

#### Dashboard Indicators - Chronic Absenteeism

The 2023 California Dashboard includes a Chronic Absenteeism indicator, providing information about students who are absent 10% or more of the instructional days they were enrolled. The 2023 Dashboard shows that 7.5% of all OUSD students were chronically absent, which is an orange performance level. 10.7% of Hispanic, 22.5% of socioeconomically disadvantaged, and 16% of students with disabilities were chronically absent and therefore in the red performance level. Orinda Intermediate School saw 22.6% of students with disabilities, and Wagner Ranch Elementary School saw 22.6% of Hispanic students as chronically absent or in the red performance level. Specific districtwide action steps as well as school plans are implemented to address these metrics.

#### Local Indicators

##### Basics: Teachers, Instructional Materials, Facilities - OUSD achieved Standard Met.

During the 2023 school year, OUSD adopted a comprehensive Phonics program for all K-3 grade level classes. This comprehensive adoption will need ongoing support in the coming years in the form of regular collaboration and ongoing literacy training. Based on input from staff members, the district is exploring the potential adoption of ELA in the coming years to replace the readers and writers workshop model. The District also adopted the K-5 Social Studies curriculum implemented during the 2024-2025 school year. Ongoing curricular meetings and collaboration sessions have been held to provide support to teachers implementing newly adopted curricula. To ensure all staff are supported with the ongoing adoption of a relevant and engaging curriculum, the District has committed to a full review of the adoption cycle. The District has a high percentage of staff members who are teaching with cleared credentials (90.3%), which is above the state and county average.

Based on the SARC data, the District did not have any Williams complaints or instances of facilities not meeting "Good Repair" status.

##### Implementation of Academic Standards - OUSD achieved Standard Met.

During the 2023-24 school year, all OUSD teachers identified Essential and Guaranteed standards to ensure full curriculum alignment across grade levels and departments. This work has continued as the staff works on aligning instructional practices and developing intervention and support systems. The District engaged in the CAPS network, a cohort work with other districts where grade level and department leads, principals, and district leaders engage in leadership development and development of strategies to implement curriculum alignment at the school sites. Participation in the network has been critical in the authentic and meaningful implementation of standards in all grades.

##### Parent and Family Engagement - OUSD achieved Standard Met.

The District has a highly engaged community where parents/guardians and community members are part of the decision-making process through a variety of forums. There is a high parent engagement on local site groups such as the site councils, site parent clubs, and a variety of districtwide committees. The District implemented steering committees associated with different topics related to the strategic priorities to ensure diversity of voice in the decision-making process. These were seen as successes and will continue to be implemented in future years. The District will revise which steering committee best supports all strategic and LCAP priorities, as well as ensure a wide representation of parents.

In prior years, the district did not have a DELAC committee as the English learner enrollment was below 51 students. Input was always gathered from the parents of English learners. However, it did not include a formal DELAC committee. OUSD's English learner enrollment has increased and necessitates a DELAC committee, which will be established starting in the 2025-2026 school year.

#### Local Climate Survey - OUSD achieved Standard Met.

Every other year, OUSD administers the California Healthy Kids Survey to measure a variety of social-emotional indicators. The 2023-24 CHKS data reflects improvements in virtually all indicators across the schools, student subgroups, and grade levels from the previous two survey administrations. Negative behaviors such as cyberbullying and negative interactions on campus have decreased based on the 2023 CHKS data. Students report an improved sense of connectedness, engagement, and well-being.

All school mental health indicators demonstrate improvement. Social-emotional support systems are being used at higher levels.

While the data has improved over the last two survey administrations, the data indicators are not where they were prior to the COVID-19 pandemic, and the need for social-emotional support continues.

In addition to the district survey, each school site administers local, formative, and quarterly "pulse surveys."

#### Access to a Broad Course of Study - OUSD achieved Standard Met

OUSD offers a wide variety of courses, and all courses are open to all students through open enrollment. Staff monitors enrollment data through the master schedule course enrollment to ensure that students are enrolled in a broad course of study. Data from Aeries and Calpads is utilized to ensure English learners, students with IEPs, Foster Youth, and Homeless students are accessing all courses. The staff has committed to formalizing a districtwide course catalog that will include course pathways, open enrollment, and accessibility to all courses. Additionally, staff will review policies for the addition of new and relevant courses to the offerings.

#### Learning Recovery Block Grant

OUSD has expended 2024-2025 LREBG funds and is anticipating utilizing future Learning Recovery Emergency Block Grant (LREBG) funds in the amount of \$171,404 during the 2025-2026 and 2026-2027 school years (\$85,702 for the 2025-2026 school year and \$85,702 in the 2026-2027 school year). The District will utilize these funds to support a Teacher on Special Assignment (TOSA) for Intervention to provide direct support to identified students.

#### Key metrics utilized in the identification of students (needs assessment)

Student identification is driven by multiple data sources, including Acadience Reading screener results, Fountas & Pinnell (F&P) benchmark assessments, and CAASPP ELA performance. These tools help us pinpoint specific skill gaps in reading and guide placement into tiered intervention supports. We are then able to offer small-group and individualized instruction with trained intervention staff, ensuring students receive the intensive, evidence-based support needed to accelerate reading progress and close achievement gaps.

Goal 1, Action 1.7 addresses Targeted Literacy Intervention through use of Literacy intervention specialist and will be funded in part by LREBG.

Using the allocated LREBG to provide intervention within the field of early literacy aligns with the mandates of EC Section 32526 by accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.

## Reflections: Technical Assistance

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

Not Applicable

## 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.

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.

Not Applicable

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

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

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
Teachers and School Personnel	During the 2025-2026 LCAP development, OUSD staff (certificated and classified) were provided multiple opportunities to provide input. Staff was informed of the LCAP development process in February and asked to participate in a widespread survey to give feedback on the challenges and successes established by current LCAP goals and established action steps. The survey was open during March and April. Staff also participated in the focus groups that examined data and survey responses related to the area community of belonging (equity, special education and wellness focus groups) and curriculum and instruction. School site meetings were held at each school in May to gather input from certificated and classified staff on the developed goals and action steps.
Site and District Administrators	During the 2025-2026 LCAP development, OUSD Leadership Team (district and site administrators) were provided multiple opportunities to provide input. As a follow-up to the LCAP survey input, focus groups were held to dive deeper into the responses relating to specific focus priorities. Members of the Leadership Team participated in the various focus groups that examined data and survey responses related to the area community of belonging, dedicated staff and curriculum and instruction. Leadership Team was also a focus group in itself and helped provide feedback in the formation of progress on goals and action steps.
Parents and Guardians	During the 2025-2026 LCAP development, OUSD parents and guardians were provided multiple opportunities to provide input. Parents and guardians were informed of the LCAP development

Educational Partner(s)	Process for Engagement
	process in February and asked to participate in a widespread survey to give feedback on the successes and challenges of the established LCAP goals and action items. Parents were asked to designate their student demographic to be able to disaggregate input by the parents of unduplicated students. The survey was open during March and April. As a follow-up to the survey input, focus groups were held to dive deeper into the responses relating to specific focus priorities. Parents participated in the focus groups that examined data and survey responses related to the area community of belonging (equity and wellness focus groups), parents of students with IEPs, and school-based focus groups. Based on the input from the survey and focus groups, draft goals and action steps were developed and shared with the Coordinating Council and parent leadership group for another round of input.
Students	During the 2025-2026 LCAP development, OUSD student advisory group consisting of middle school students provided input related to current LCAP goals, successes, challenges and potential changes to action items.
Local Bargaining Unit Input	District administrative staff meets with leadership of the collective bargaining units (OEA and CSEA) throughout the year at monthly meetings to address LCAP and other priorities. OEA and CSEA leadership participated in the widespread survey as members of the focus groups and during school focus group meetings.
SELPA Administrator Consultancy	The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP.
Posting and Public Hearing	The 2025-2026 LCAP was posted on the District and school site websites and a Public Hearing is to be held on June 2, 2025. The Public Hearing agenda was posted more than 72 hours prior to the Hearing.

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

Throughout the LCAP development process, input from the educational partners confirmed that the District's established strategic priorities and aligned LCAP goals still remain relevant and a priority within the school district. While the process and input confirmed that the

overarching priorities should remain, input from the partners also provided insights into new focus areas within those goals and accountability measures.

Overview of how the adopted LCAP was influenced by educational partners:

**OUSD Staff Members:**

- Ongoing availability of current and relevant curriculum with training and support to ensure successful implementation.
- Implementation of new and evidence-based assessment and grading practices.
- Provide support relating to differentiation, intervention, and support strategies for students.

**Parents**

- Alignment of curriculum and instructional practices, homework, and grading practices within grade levels, across grades, and within the departments.
- Aligned, clear communication practices relating to curriculum, instructional practices, and learning progress.
- Differentiated classroom practices to support students who are in need of intervention and acceleration.
- Strong ongoing support for the Wellness Counselors and ongoing support for expanded social-emotional support.
- Transparent and ongoing communication relating to the budget, financial resources and facility master planning.

**Students**

- Improved quality of meals, general cleanliness of school campuses and programs offered during resources.
- Strong support for extra and co-curricular activities at the middle school, and a call for expanded programming at the elementary schools.
- Support for anti-bullying measures, and supports for inclusive campus.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Student Learning: Enhance student learning outcomes by implementing a differentiated, evidence-based curriculum tailored to meet the diverse needs and abilities of all students while supporting districtwide alignment in instructional practices to ensure educational equity across all grade and department levels.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- 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.

California School Dashboard, analysis of Smarter Balanced Assessments, and local assessments have demonstrated that OUSD students perform at high levels in all academic areas; they have also shown that there is a persistent achievement gap between groups of students. OUSD educational partners have provided input through surveys, focus groups, and feedback on draft goals and action items that there is a need to continue to focus on the implementation of a relevant, current, evidence-based curriculum that is aligned districtwide. Significant input was also obtained relating to the need for differentiated and engaging instruction to support students who are in need of acceleration and intervention. To support the implementation of the curriculum and alignment of instructional practices, there was input relating the need to support staff in providing collaborative time, professional development, and training.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Compliance - % of students with access to standards-aligned instructional materials for use at	2023-2024 Every student (100%) in the district has access to standards-aligned instructional materials	2024-2025 Every student (100%) in the district has access to standards-aligned		Every student (100%) in the district has access to standards-aligned	Maintained at baseline level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school and home (Required Metric 1.B)	as evidenced by the annual sufficiency of instructional materials resolution and public hearing (1b).	instructional materials as evidenced by the annual sufficiency of instructional materials resolution and public hearing (1b).		instructional materials as evidenced by the annual sufficiency of instructional materials resolution and public hearing (1b).	
1.2	Broad Course of Study - Student access to a broad course of study (7A)*	2023-2024: 100% of students have access to a broad course of study for all students, including unduplicated students and those with exceptional needs, as evidenced by the master schedule and course enrollment data. (7a)	2024-2025: 100% of students have access to a broad course of study for all students, including unduplicated students and those with exceptional needs, as evidenced by the master schedule and course enrollment data. (7a)		100% of students have access to a broad course of study for all students, including unduplicated students and those with exceptional needs, as evidenced by the master schedule and course enrollment data. (7a)	Maintained at baseline level
1.3	State academic content and performance standards - % of academic areas that are rated Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (2A)*	2023-2024: 96% of the State academic content and academic performance standards are rated at Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability). 4% - (1 CTE standard) was rated at	2024-2025: 96% of the State academic content and academic performance standards are rated at Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability).		2023-2024: 100% of the State academic content and academic performance standards are rated at Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability).	Maintained at baseline level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the beginning of the development of implementation. 48% -- Level 4 48% -- Level 5	4% - (1 CTE standard) was rated at the beginning of the development of implementation. 36% -- Level 4 64% -- Level 5			
1.4	Percentage of students achieving "Meets" or "Exceeds" standard in ELA/Literacy as measured by the Smarter Balanced Assessment for ELA/Literacy. (4a)	2022-2023: 87% of all, 78% of Hispanic, 82% of AA/Black students, 61% of students with IEPs "Meet" or "Exceed" standards based on the Smarter Balanced Assessment for ELA/Literacy. No data was available for EL students in 2023.	2023-2024: 86% of all, 79% of Hispanic, 71% of AA/Black students, 31% of English learners, 56% of students with IEPs "Meet" or "Exceed" standards based on the Smarter Balanced Assessment for ELA/Literacy.		91% of all, 86% of Hispanic, 90% of AA/Black, 67% of students with IEPs "Meet" or "Exceed" standards based on the Smarter Balanced Assessment for ELA/Literacy.	Overall decrease by 1% for all students, increase by 1% for Hispanic, decrease by 9% for AA/Black students, decrease by 5% for students with IEPs in "Meet" or "Exceed" standards based on the Smarter Balanced Assessment for ELA/Literacy.
1.5	Percentage of students achieving "Meets" or "Exceeds" standard in math as measured by the Smarter Balanced Assessment for Math. (4a)	2022-2023: 82% of all students, 74% of Hispanic, 59% of AA/Black, 55% of students with IEPs students, and 53% of EL students "Meet" or "Exceed" standards based on Smarter Balanced Assessment for Math.	2023-2024: 82% of all students, 75% of Hispanic, 43% of AA/Black, 49% of students with IEPs students, and 47% of EL students "Meet" or "Exceed" standards based on Smarter Balanced		86% of all, 81% of Hispanic, 65% of AA/Black, 60% of students with IEPs students, and 58% of EL students "Meet" or "Exceed" standards based on the Smarter Balanced Assessment for Math.	Overall scores maintained at baseline level for all students, increase by 1% for Hispanic, decrease by 16% for AA/Black students, decrease by 6% for students with IEPs in "Meet" or "Exceed"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Assessment for Math.			standards based on the Smarter Balanced Assessment for Math
1.6	Percentage of students achieving "Meets" or "Exceeds" standard in math as measured by the Smarter Balanced Assessment for Science. (4a)	2022-2023: 74% of all, 19% of Hispanic, 14% of AA/Black students, 40% of students with IEPs "Meet" or "Exceed" standards based on Smarter Balanced Assessment for Science.	2023-2024: 72% of all, 76% of Hispanic, 39% of students with IEPs "Meet" or "Exceed" standards based on Smarter Balanced Assessment for Science.		81% of all, 39% of Hispanic, 34% of AA/Black students, 50% of students with IEPs "Meet" or "Exceed" standards based on Smarter Balanced Assessment for Science.	Overall decrease by 2% for all students, increase by 57% for Hispanic, increase by 25% for AA/Black students, decrease by 1% for students with IEPs in "Meet" or "Exceed" standards based on the Smarter Balanced Assessment for Science.
1.7	Percentage of English learners who are reclassified based on the Board approved criteria. (4f)	2022-2023: 2.7% of English learners were reclassified as noted by the CDE available data.	2024-2025: 27% of English learners were reclassified as noted by the CDE available data. During the 23-24 school year 22% of English learners were reclassified. Data is calculated based on Calpads reports.		5% of English learners are reclassified as noted by the CDE available data.	24% in reclassified EL students.
1.8	English Learner progress in language proficiency levels as	2022-2023: 52.9% of English learner students made progress toward	2023-2024: 73.1% of English learner students made		58% of English learner students made progress	20.2% increase in EL students making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by CA Dashboard English Learner Progress Indicator (4e)	English language proficiency as measured by the English Learner Progress Indicator on the CA Dashboard.	progress toward English language proficiency as measured by the English Learner Progress Indicator on the CA Dashboard.		toward English language proficiency as measured by the English Learner Progress Indicator on the CA Dashboard.	toward English language proficiency.
1.9	Percentage of students receiving one or more D or F grades. Percentage of students receiving multiple D/F grades. Percentage of students receiving C grades (8)	2022-2023: 4% of students received one or more D or F 4th quarter grades. 2% of all given 4th quarter grades were Ds and/or Fs. 15% of students earned one or more C grades.	2024-2025: 7% of students received one or more D or F 4th quarter grades. 1.5% of all given 4th quarter grades were Ds and/or Fs. 5.5% of students earned one or more C grades.		2% of students receive one or more D or F 4th quarter grades. 1% of all given 4th quarter grades are Ds and/or Fs. 10% of students earn one or more C grades.	3% increase in middle school students who received at least one or more D or F grades.

## Goal Analysis [2024-25]

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

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

### Successes

#### 1.1 Implementation of California State Standards

The focus of this action item was on the implementation of the newly adopted framework, curriculum, and instructional materials, as well as alignment across grade levels and/or departments. The district implemented several new curricula, established essential standards through the PLC work, and continues to provide the necessary training and support to ensure sustainability of the implemented change. TK expansion and development of the curriculum have also been a great success, considering the addition of numerous new classes and staff members across the district.

#### 1.2 Standards-Based Curriculum

Similar to action 1.1, this action item focused on the adoption of district-wide evidence-based curriculum. Successful professional development was provided through release days, outside facilitators, and during the designated professional development days to ensure teachers have the knowledge to implement the curriculum.

### 1.3 Course Offering Evaluation and Revision

The action item focuses on the evaluation of middle school course offerings and the development of the Board-approved Course Catalog. The catalog was developed, establishing a starting point and process for evaluating and introducing new course offerings.

### 1.4 English Language Development Curriculum Support

A designated ELD staff member supports all English Learners within the district. The teacher also supports other staff members by providing support in positive instructional practices.

### 1.6 Tiered Student Support System

There are many successes that have resulted from the implementation of aspects of this goal. A large focus on the PLC work has been on MTSS with all schools implementing different tiers of intervention. Elementary schools added a pilot to provide an embedded intervention period within the school day. Math support has been provided for students identified behind a grade level/

### 1.7 Targeted Literacy Intervention

Literacy support is provided to students identified through a series of assessments. Support is provided by teachers on special assignment and intervention aides. Teacher input and assessment data demonstrates this as one of more successful intervention models.

### 1.8 Professional Learning Communities

Along with action items 1.6 and 1.1, PLCs provide a mechanism for alignment of curriculum, instructional practices and system of intervention.

### 1.12 Support Access to Broad Course of Study

Staff is committed to offering accelerated pathways in the area of math. During the 24-25 school year, OUSD partnered with the high school district to offer Geometry for OIS students.

### 1.13 Summer Programming and Support

OUSD is offering ESY and summer programs for ELD students. During the 2025 school year, summer programming is being expanded to include targeted support for 5th-grade students entering 6th grade. Students were identified based on assessment data and teacher recommendations.

### 1.14 Math Intervention Support

Small group math support was provided at OIS for students below grade level. Additional intervention through summer programming and academy support was also provided.

### Challenges

#### 1.2 Standards-Based Curriculum

While this action item, which includes the adoption of a standards-based curriculum, is mainly seen as a success, we are also seeing challenges within the adoption of curricula in all areas due to staff overwhelm and budget constraints.

### 1.5 Effective Assessment and Grading Practices

Several staff meeting sessions focused on equitable grading practices were held during the 2024-2025 school year. These sessions will culminate in summer collaborative work that will lead in the development and implementation of a Board Policy on grading. While those sessions were positive, there is a significant amount of work to be done in this area of focus.

#### 1.6 Tiered Student Support System

While this action item has been identified as a success, there are aspects that remain a challenge. Staff will continue to examine the Early and Late Bird schedule as well as improve upon the current Academy offerings.

#### 1.9 Effective Homework Practices

Staff committed to exploring homework practices and establishing a districtwide policy. This action item was not implemented during the 2024-2025 school year and will be implemented during the 2025-2026 year.

#### 1.10 Successful Transition to Middle and High School

Staff committed to implementing summer programming as well as a more robust vertical articulation between elementary and middle and middle to high school. A vertical articulation meeting was held with the high school and summer bridge programming will be implemented during the summer of 2025. We will be able to build on the initial summer offerings based on the evaluation of the program. Additional vertical alignment is needed between grade levels.

#### 1.11 Examination of the Effectiveness of the Current School Day Schedule

Staff committed to exploring the effectiveness of the components of the current school day schedule across all grade levels. This action item was not implemented during the 2024-2025 school year and will be implemented during the 2025-2026 year.

#### Substantive Differences

The following action steps were not implemented during 2024-2025 school year and will be implemented during the 2025-2026 school year: 1.9, 1.10, and 1.11

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.

#### 1.1 Implementation of California State Standards

The budgeted amount was \$206,000 and the actual expenses are \$244,337. The additional expenses are a result of a much higher cost of the Social Studies adoption than what was initially anticipated.

#### 1.2 Standards-Based Curriculum

The budgeted amount was \$88,000 and the actual expenses are \$151,509. The additional expenses are a result of a much higher cost of Social Studies adoption than what was initially anticipated.

#### 1.5 Effective Assessment and Grading Practices

The budgeted amount was \$2,000 and the actual expenses are \$0. The activities related to this action item did not cost any funds. However, expenses will occur in June.

#### 1.6 Tiered Student Support System

The budgeted amount was \$116,300 and the actual expenses are \$94,305. The lower expenses were due to the lower cost of substitutes for teachers attending CAPS network (PLC Cohort).

#### 1.8 Professional Learning Communities

The budgeted amount was \$112,000 and the actual expenses are \$91,005. The lower expenses were due to the lower cost of substitutes for teachers attending CAPS network (PLC Cohort).

#### 1.9 Effective Homework Practices

The budgeted amount was \$1,500 and the actual expenses are \$0. This action item was not implemented during the 2024-2025 school year and will be implemented during the 2025-2026 year.

#### 1.10 Successful Transition to Middle and High School

The budgeted amount was \$2,000 and the actual expenses are \$643. This action continues to be developed and implemented throughout the next two years.

#### 1.11 Examination of the Effectiveness of the Current School Day Schedule

The budgeted amount was \$2,000 and the actual expenses are \$0. This action item was not implemented during the 2024-2025 school year and will be implemented during the 2025-2026 year.

#### 1.13 Summer Programming and Support

The budgeted amount was \$75,000 and the actual expenses are \$109,286. The additional expenses are a result of an increase in students, therefore an increase in staffing needs.

#### 1.14 Math Intervention Support

The budgeted amount was \$35,951 and the actual expenses are \$21,871. The lower expenses were due to the lower cost of the staff member teaching the class. Additionally, summer intervention has not been billed yet.

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

#### 1.1 Implementation of California State Standards

Action item 1.1 included adoption of Phonics and Social studies textbooks, release days for development of curriculum in the area of TK, ELA, Math and departmental curriculum at the middle school. We believe that this action item had a significant positive impact on the established components of the goal related to the need to support staff with evidence-based curriculum, provide training and work towards the alignment of curriculum across grade levels and within subject areas.

## 1.2 Standards-Based Curriculum

Similar to action item 1.1, this action item includes several adoptions (phonics and social studies). Based on staff input, interim assessments, and student engagement, this action item has had a significant positive impact on meeting the established goal.

## 1.3 Course Offering Evaluation and Revision

OUSD Course Catalog was developed, including standardized and board-approved course offerings and course descriptions. We find this to be an initial step in ensuring alignment and standardization in achieving the established goal.

## 1.4 English Language Development Curriculum Support (CONTRIBUTING ACTION)

Research and evidence demonstrate that English learners progress most effectively when learning with their English-speaking peers. Having a designated ELD teacher who pushes into classrooms, supports students and teachers is critical to the success of EL's. Recent ELPAC data has demonstrated significant improvements in English proficiency among the OUSD English learners. English learners made significant progress as measured by ELPAC, with the district's metric moving from 52.9% of students making progress towards proficiency in 22-23 to 73.1% of students making progress in 23-24. Based on the significant improvement on this ELPAC and the reclassification rate of English learners improving from 2.7% to 22% (23-24) this action item is deemed to be effective.

## 1.5 Effective Assessment and Grading Practices

Considering that the work that has been conducted in this area is in the beginning stages, there is little evidence that there is a meaningful impact on goal.

## 1.6 Tiered Student Support System

CAPS network (PLC cohort for teacher leaders) has been critical in the implementation of professional learning communities, getting staff buy-in to have essential standards, and provide intervention based on data. The positive impact of this action item is substantial.

## 1.7 Targeted Literacy Intervention

Assessment data and teacher input demonstrate that this is a highly valued and effective program moving students who are not meeting grade-level goals to being proficient.

## 1.8 Professional Learning Communities

CAPS network (PLC cohort for teacher leaders) has been critical in the implementation of professional learning communities, getting staff buy-in to have essential standards, and provide intervention based on data. The positive impact of this action item is substantial.

## 1.9 Effective Homework Practices

This action item was not implemented during the 2024-2025 school year and will be implemented during the 2025-2026 year and therefore had no effect on the goal.

## 1.10 Successful Transition to Middle and High School

The effectiveness of the program is difficult to measure, considering that most of it has not been implemented at this time. While the vertical articulation with the high school led to the middle school grading initiative, other components of this action step have not begun to be able to evaluate the progress toward the goal.

### 1.11 Examination of the Effectiveness of the Current School Day Schedule

This action item was not implemented during the 2024-2025 school year and will be implemented during the 2025-2026 year.

### 1.12 Support Access to Broad Course of Study

OUSD is offering an accelerated math pathway to any and all students. This includes a partnership with the high school to offer Geometry. Offering of the Geometry and elimination of "closed enrollment" allows for the support to access a broad course of study.

### 1.13 Summer Programming and Support (CONTRIBUTING ACTION)

Summer programming in OUSD supports students who are at-risk of falling behind grade level and not being able to access the curriculum. This action has a direct positive outcome through the support of some of our most vulnerable students. Students were identified based on their ELA and Math test scores as performing below state standards (below grade level). Due to the delay in state data, we cannot provide CAASPP scores for the implemented programming during the summer of 2025. Expanded summer math intervention will be implemented during the Summer of 2025 which will utilize STAR assessments. This will be reported on during the follow-up LCAP analysis.

### 1.14 Math Intervention Support (CONTRIBUTING ACTION)

A small group of students was identified as not meeting grade level standards based on the CAASPP data and was provided small group instruction through a dedicated class and summer programming. Based on assessment data, this action item had a highly positive impact on student success and goal achievement. Students enrolled in a small group instruction class all moved from being 2 to 4 grade below grade level to being at grade level. Teacher-developed common assessments were utilized to ensure students completed the grade-level curriculum. CAASPP scores are not yet available and will be analyzed after the release.

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.

### 1.3 Course Offering Evaluation and Revision

This action item was technically completed during the 2024-2025 school year, establishing a process for annual review. The change will be to ensure this is an ongoing practice, and an annual review of the course offerings as well as the further development of courses of study for each course within the catalog.

**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	Implementation of California State Standards	OUSD will continue to further align all courses and subject matter to the appropriate California State Standards and/or Curricular Frameworks. Key areas of focus will include ELA (examination of districtwide adoption of TK-8) ELA curriculum, Social Studies (implementation of the newly adopted Social Studies curriculum in K-5), Science (alignment of best practices TK-8), and Transitional Kindergarten (implementation of the revised, districtwide TK curriculum.) This action step will include access to research and standards-based curriculum materials, professional development for newly adopted materials and existing, grade-level and departmental collaboration, teacher leadership development, and districtwide committee and task force explorations.	\$155,250.00	No
1.2	Standards-Based Curriculum	Adoption of relevant, current, evidence and research-based, standards-aligned curricular materials. Focus will be placed on the implementation of the newly adopted Social Studies curriculum in K-5 grades, examination of the ELA curriculum in TK-8 grades and support with supplemental materials for math and science curricula. OUSD will develop a districtwide ongoing cycle of adoption to ensure available resources in multiyear budget projections. Through professional development, grade and department-level team collaboration, and administrative support, OUSD will ensure that standards-based curriculum is implemented consistently and effectively.	\$46,250.00	No
1.3	Course Offering Evaluation and Revision	Evaluate middle school course offerings with respect to student interests, promoting a wide range of experiences. Develop a formal secondary OUSD Course Catalog with course descriptions, course pathways and a process for evaluation and approval of new courses.	\$0.00	No
1.4	English Language Development Curriculum Support	Support the implementation of English Language Development (ELD) curriculum, designated support services to all English learners and provide professional development to all staff in ELD best practices. Support will be provided through ongoing staffing of a designated ELD teacher.	\$146,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Effective Assessment and Grading Practices	Explore implementation of evidence-based and researched assessment practices in ELA and Math, as well as effective grading practices in TK-8. Provide necessary professional development and support to foster alignment in assessment, grading, and districtwide evaluation of learning practices. Additionally, examine and implement effective communication practices for learning progress.	\$0.00	No
1.6	Tiered Student Support System	Strengthen the effectiveness of classroom differentiation and systems of intervention to support all students in learning. Provide teachers and classified staff with professional development and training in the areas of Tier I classroom intervention. Additionally, examine potential differentiation strategies (Tier II) within grade levels, tutoring services during Early and Late Bird time, supported homework club and more. Increase effectiveness of Academy at the middle school through examination of data, targetted students and targetted support services.	\$148,425.00	No
1.7	Targeted Literacy Intervention	Provided literacy intervention support to identified students in grades TK through 5. Support will be provided by two literacy intervention teachers on special assignment. This goal will utilize LREBG funds. All available LREBG funds will be utilized for this action step as the cost of the item exceeds available LREBG funding. Staff will utilize local DIBELS data implemented in 25-26 school year as well as CAASPP scores to monitor progress.	\$379,946.00	No
1.8	Professional Learning Communities	Support ongoing implementation of Professional Learning Communities through professional development, collaboration and building of the staff capacity to understand and participate in the PLC process. PLC implementation will be supported through districtwide professional development time, grade level and departmental collaboration meetings.	\$145,025.00	No
1.9	Effective Homework Practices	Explore the development and implementation of evidence-based and researched districtwide homework policy with the goal of ensuring that all homework is meaningful, timely, clear, reasonable in length and supports	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		high levels of learning. Staff will be supported through professional development on effective homework practices.		
<b>1.10</b>	Successful Transition to Middle and High School	Implement regular vertical articulation opportunities between middle school and elementary school (within OUSD) to align grade level standards, assignments and learning targets to ensure students have a successful transition. Through vertical articulation with partner school district (Acalanes Union High School District) and parent education strengthen support for students as they transition into high school.	\$2,000.00	No
<b>1.11</b>	Examination of the Effectiveness of the Current School Day Schedule	Examine the effectiveness of the current school day schedule as it relates to student learning and curriculum implementation. The schedule and instructional minutes will be evaluated for all grades; TK-8. This evaluation will involve a committee exploring TK/K schedule, Early and Late Bird implementation, and middle school schedule.	\$2,000.00	No
<b>1.12</b>	Support Access to Broad Course of Study	District will continue to ensure open enrollment and multiple access points with support to all levels of courses for all students. Course pathways will be evaluated as part of the district Course Catalog development. District will continue to partner with AUHSD to offer Geometry and higher math courses as appropriate to students seeking advancement. Data and evidence of success will be monitored on regular basis.	\$0.00	No
<b>1.13</b>	Summer Programming and Support	The District will provide summer programming, including Extended School Year, direct intervention instruction programming, to students in need of targeted support as identified by state and local assessments.	\$30,562.00	Yes
<b>1.14</b>	Math Intervention Support	Students identified performing below grade level in mathematics will be provided targeted support embedded within their school day through a specialized math course taught by a math teacher within small-class instruction to accelerate math understanding and grade-level proficiency. Before and after school intervention will be offered at all levels.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Community of Belonging: Foster a nurturing educational environment that promotes wellness and social-emotional well-being for all students by embedding equity and inclusivity at the core of our student programs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of California Healthy Kids Survey data, analysis of counseling data and information gathered through local surveys and focus groups from OUSD educational partners demonstrates the importance of establishing a positive school culture and a community of belonging for all students. The data demonstrates many aspects of inclusion, improving social-emotional and mental health indicators. However, the levels there are still many reports concerns relating to academic engagement, student be going, chronic absenteeism, incidents of bullying and racial incidents, stress, and anxiety. In response to the input, OUSD developed specific metrics and action steps for Goal 3.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School attendance rate using P2 Average Daily Attendance. (5A)*	2022-2023 P2 Average Daily Attendance attendance rate was 96.5%.	2023-2024 P2 Average Daily Attendance attendance rate was 96.03%.		P2 Average Daily Attendance attendance rate of 98%.	Decrease in 0.47% percent attendance rate.
2.2	Student chronic absenteeism rates. (5B)*	2022-23 Chronic Absenteeism rate was 7.5% for all students. Highest chronic absenteeism was for students identifying as	2023-24 Chronic Absenteeism rate was 4.7% for all students. Highest chronic absenteeism was		Chronic Absenteeism rate at 4% for all students.	Chronic absenteeism rate improved for all students by 2.8% for all students. Rates improved for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged at 22.5% and students with disabilities at 16%. Students identifying as Hispanic were chronically absent at 10.7%.	for students identifying as Socioeconomically disadvantaged at 14.3% and students with disabilities at 8.7%. The highest chronic absenteeism was seen among Filipino students at 13.9%. Students identifying as Hispanic were chronically absent at 7.5%.			socioeconomically disadvantaged students by 8.2% and for students with disabilities by 7.3%. Absentee rates for Hispanic students improved by 3.2%.
2.3	Student suspension and expulsion rate (6A,B)*	2022-23 Data shows OUSD suspension rate at 0.9% and expulsion rate at 0.0%.	2023-24 Data shows OUSD suspension rate at 0.5% and expulsion rate at 0.0%.		The suspension rate is at 0.4%, and the expulsion rate at 0.0%.	Suspension rate for all students improved by 0.4%. Expulsion rate maintained at 0%.
2.4	Connectedness - Percentage of students stating that they feel connected to their school campus as measured by the Healthy Kids Survey. (6C)*	2023-2024 Data demonstrates 85% of students in grade 5 and 73% of students in grade 7 feel a sense of connectedness as measured by the CHKS.	2023-2024 Data demonstrates 85% of students in grade 5 and 73% of students in grade 7 feel a sense of connectedness as measured by the CHKS.		89% of students in grade 5 and 76% of students in grade 7 feel a sense of connectedness as measured by the CHKS.	No new CHKS data was available.
2.5	Safety - Percentage of students stating that they feel safe on their school	2023-2024 Data demonstrates 89% of students in grade 5 and 81% of students in	2023-2024 Data demonstrates 89% of students in grade 5 and 81%		93% of students in grade 5 and 85% of students in grade 7 feel safe	No new CHKS data was available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	campus as measured by the Healthy Kids Survey. (6C)*	grade 7 feel safe on campus as measured by the CHKS.	of students in grade 7 feel safe on campus as measured by the CHKS.		on campus as measured by the CHKS.	
2.6	Reported Suicidal Ideation (Grade 7) as measured by the California Healthy Kids Survey.	2023-2024 5% of 7th grade students report suicidal ideation as measured by California Healthy Kids Survey.	2023-2024 5% of 7th grade students report suicidal ideation as measured by California Healthy Kids Survey.		0% of 7th grade students report suicidal ideation as measured by California Healthy Kids Survey.	No new CHKS data was available.
2.7	Reported incidents of cyberbullying as measured by the California Healthy Kids Survey.	2023-2024 13% of students in 5th grade and 24% of students in 7th grade report being cyberbullied as measured by the California Healthy Kids Survey.	2023-2024 13% of students in 5th grade and 24% of students in 7th grade report being cyberbullied as measured by the California Healthy Kids Survey.		10% of students in 5th grade and 17% of students in 7th grade report being cyberbullied as measured by the California Healthy Kids Survey.	No new CHKS data was available.
2.8	Implementation of the Comprehensive TK-8 Counseling Program	14% of TK-5 students have been seen for individual appointments by the Wellness Counselors at each elementary school site. 100% of OIS students have been seen for a counseling visit. Establish a baseline for a comprehensive counseling monitoring program.	6% of TK-5 students have been seen for individual appointments by the Wellness Counselors at each elementary school site. 100% of OIS students have been seen for a counseling visit. Establish a baseline for a comprehensive		Established comprehensive monitoring guidelines for TK-8 counseling program.	Decrease in 8% of TK-5 students visiting wellness centers and maintenance of 100% of OIS students visiting OIS counselors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			counseling monitoring program.			
2.9	Middle school drop-out rate (5C)*	2023-2024 middle school drop out rate is 0%.	2023-2024 middle school drop out rate is 0%.		Middle school drop out rate will remain at 0%.	Maintained middle school drop out rate at 0%.

## Goal Analysis [2024-25]

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

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

### Successes

#### 2.1 Wellness and Counseling Centers

The action item includes full-time wellness counselor support at all four elementary schools and expanded counseling (addition of a third counselor) at the middle school. Input from parents, students, and staff demonstrates a great need and positive impact of the program.

#### 2.5 Equity-Based Professional Development

Action item focused on providing teachers with training on the use of culturally relevant curriculum, especially in Social Studies. Successful trainings were held during PD days using consultants, as well as ongoing work with the middle school students.

#### 2.6 Positive Attendance Strategies

This action item focused on implementing positive attendance strategies, communication regarding attendance, and targeted work with students to improve chronic absenteeism. It was a positive campaign that will be built upon in the following year.

#### 2.8 Implementation of Steering Committees Supporting Community of Belonging

The following steering committees were implemented: Budget, Special Education, and Equity. The committees met throughout the year and involved staff and parents. These will be evaluated to continue positive engagement during the 2025-2026 school year.

### Challenges

#### 2.2 Recess and Extra/Co-Curricular Supports

This UNFUNDED action item was developed as a response to input from students and parents due to behavioral challenges experienced during unstructured time (recess) during the school day. The schools have implemented a variety of recess activities; however, due to budget constraints, this is not systematic throughout the district.

#### 2.3 School Climate Survey

OUSD had committed to administering CHKS on an annual basis, however, the leadership team pivoted to align with the rest of the district and continue to administer on an every-other-year basis. This allows for the staff to compare with peers across California. It should be noted that all school sites administered local surveys to understand the social-emotional well-being of their students.

#### 2.4 K-8 Character Education Program

Character education program continues to be implemented and is systematically taught in all grades in elementary schools and middle schools. While overall this is seen as a success, there continue to be challenges in the systematic curriculum, a need for additional relevant and current materials, especially in middle school. Finally, there is a need for additional communication and partnership with the parent community.

#### 2.7 Parent Engagement and Partnerships

This action item focuses on building strong relationships with new families to welcome them into the OUSD community, with a specific focus on unduplicated students. Parent Clubs have systems across all schools to reach out to new families, and this has been emphasized. However, the action item as written, with the focus on unduplicated students, has not been implemented. While PC have been doing amazing work, this connection with new families needs to be systematically done from the school sites to ensure continuity while the presidents rotate every year.

#### Substantive Differences

The following action steps were not implemented during 2024-2025 school year and will be implemented during the 2025-2026 school year:  
2.3, 2.7

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.

#### 2.3 School Climate Survey

The budgeted amount was \$2,000, and the actual expenses are \$0. This action item was not implemented during the 2024-2025 school year and will be implemented during the 2025-2026 school year.

#### 2.5 Equity-Based Professional Development

The budgeted amount was \$10,000 and the actual expenses are \$21,000. The increase in expenses is due to the additional cost of the consultants utilized to work with students, staff and teachers.

#### 2.8 Implementation of Steering Committees Supporting Community of Belonging

The budgeted amount was \$0 and the actual expense were \$1,320. The increase in expenses resulted due the cost of teacher substitutes and overtime for staff to attend after hours meetings, action that was not accounted for in the original planning.

## 2.1 Wellness and Counseling Centers

Addition of the counselors at the elementary schools allowed for a specific staff member to able to implement preventive measures as well as intervene in mental health challenges presented at the school. The positive effects of the program are seen in the positive data as seen in the CHKS metrics, local school surveys, fewer referrals to SRT and Special Education assessments. California Healthy Kids Survey was not implemented during the 2024-25 school year therefore there was no new data to compare from the baseline. CHKS survey will be administered during the 2025-26 school year and data will be used in the follow-up LCAP.

## 2.2 Recess and Extra/Co-Curricular Supports

This action item has not been systematically implemented across the district and therefore does not have an impact on the goal. It should be noted that all elementary schools have made improvements to their recess time resulting in positive feedback, however the action item calls for a systematic implementation.

## 2.3 School Climate Survey

CHKS was not administered; therefore, this action cannot be evaluated as written. However, school leaders report successful data gathering from their school-based pulse surveys in helping them understand the social-emotional well-being of their current students.

## 2.4 K-8 Character Education Program

Climate data and metrics such as suspensions and chronic absenteeism demonstrate positive direction and progress on this goal. Full review of the social emotional safety of our campuses shows character education embedded in our schools however, it also shows a need for it to be more systematic and comprehensive TK through 8. This action item is seen as having positive impact on this goal however there is a need for additional work to fully implement it.

## 2.5 Equity-Based Professional Development

Over the past few years, there have been incidents in several courses that demonstrated the need to implement culturally relevant training within middle school classes. No such incidents were reported during the 2024-2025 school year. While this alone cannot be taken as a success, it is progress.

## 2.6 Positive Attendance Strategies

Chronic absenteeism data shows a drop across all subgroups and increased attendance rates, demonstrating a strong positive effect of the action item and progress on this goal. Overall P2 ADA remained the same.

## 2.7 Parent Engagement and Partnerships

Families new to OUSD are welcomed by the school staff and introduced to the community through PC presidents. There is not evidence that this action item has had impact on progress towards this goal during 2024-25 school year.

## 2.8 Implementation of Steering Committees Supporting Community of Belonging

Steering committees were implemented and led to engagement of staff and parents on specific topics. There were direct outcomes resulting from the committees that will be implemented moving forward, demonstrating a positive impact. There were also challenges with some engagement due to the personal nature of the committees leading to the need to evaluated the focus 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.

## 2.1 Wellness and Counseling Centers

This action was considered a contributing action in 2024-2025 LCAP. It is not considered a contributing action for the 2025-2026 LCAP. The wellness counseling centers are open to all students providing general mental health preventive and crisis support.

## 2.2 Recess and Extra/Co-Curricular Supports

2025-2026 school year will have a change in PE specialist schedules allowing for flexible time on campus to implement a systematic programming and implementation of this action item across the district. The change involves including PE staff in offering of the extracurricular activities and structured games during the unstructured time.

## 2.3 School Climate Survey

School based local surveys were implemented in the absence of CHKS during the 2024-2025 school year. There is a need to collect this data on a district level to be able to report in the LCAP and therefore implement potential support systems.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Wellness and Counseling Centers	Continue to implement robust Wellness Centers at all elementary school sites to support the social-emotional health of students. Support the ongoing expanded middle school counseling support and implement programming within the middle school Wellness Center. Explore counseling center intern programs to promote adequate staffing at all schools. Provide professional development and support for all staff to build teacher capacity to implement social-emotional learning within all classrooms.	\$956,101.00	Yes
2.2	Recess and Extra/Co-Curricular Supports	Maintain strong extracurricular and cocurricular programming at the middle school to support the diverse needs and interests of all students. Explore expanding recess programming and support at the elementary schools.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Programs at all schools (elementary and middle) may include special interest clubs, athletics, performing and visual arts, and other student interests. (Action Item currently not funded, will be implemented pending available funding)(UNFUNDDED PRIORITY)		
<b>2.3</b>	School Climate Survey	To monitor the effectiveness of school programming and campus culture initiatives, OUSD will continue to use key surveys to gain an understanding of students' well-being, engagement, connectedness, and other mental health indicators. OUSD will continue to implement the California Healthy Kids Survey on an annual basis as well as implement districtwide pulse surveys (two times per year).	\$2,000.00	No
<b>2.4</b>	K-8 Character Education Program	Continue support for implementation of districtwide Character Education program. At the elementary grades, character education will be Second Step which will include an anti-bullying module. School administrators will provide support and oversight for authentic and meaningful implementation of the program. Staff will explore social-emotional curriculum suited for grades 6 through 8 for possible approval and implementation. Implementation of the program will include expanded communication and partnership with the parent community.	\$0.00	No
<b>2.5</b>	Equity-Based Professional Development	Professional development, training and coaching for certificated, classified and administrative staff in the area of equity, culturally relevant teaching, inclusive curriculum and instructional practices. Professional development will include specific curriculum training support in the areas of Social Studies. An additional focus area will include training in addressing racial incidents on school campuses.	\$3,194.00	No
<b>2.6</b>	Positive Attendance Strategies	Provide ongoing communication about positive attendance strategies and the impact of attendance on learning. Partner with parent leaders to improve school attendance. Examine current calendar, data, and policies regarding school attendance. The action item is implemented with an intent to improve chronic absenteeism as well as overall attendance.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.7</b>	Parent Engagement and Partnerships	Partner with parents to promote diverse parent leadership and engagement. Key focus areas will include the implementation of a districtwide system of welcoming new families entering the school system after the start of the school year to help families feel welcome. Staff will work with parents to implement inclusive, community-building school events. Additional focus will be placed on parents of unduplicated students.	\$0.00	No
<b>2.8</b>	Implementation of Steering Committees Supporting the Community of Belonging	The district will engage parents and staff in advisory steering committees, which will provide support for the strategic area of Community of Belonging. Three steering committees will be implemented: Wellness, Equity and Special Services committees to provide community members an opportunity to provide input and advise the district in the decision making process.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Highly Qualified Staff: Recruit and retain highly-qualified staff in an environment where educators feel valued and supported to excel in their roles, contributing to the overall excellence and dedication to student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to achieve progress on goals focused on student learning and community of belonging, the District must employ highly effective and highly qualified professionals in certificated, classified, and management positions. The District is placing value on recruitment efforts to attract highly qualified staff. Throughout the input process, educational partners, mainly staff members, expressed the need for the district to also invest in quality professional development, support through ongoing collaboration, investment into the professional learning community structure, and other retention efforts. Staff expressed the need to have support through professional development in current relevant pedagogy and instructional practices, time for peer observations and walkthroughs, and training to support a neurodiverse population of students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Assignments - % of teachers appropriately assigned and fully credentialed in the subject areas they are teaching (1A)*	2021-2022 90.3% of OUSD teachers were fully credentialed (state data).	2022-23 92% of OUSD teachers were fully credentialed (state data).		100% of OUSD teachers to be fully credentialed (state data).	Increase in 1.7% of hiring of fully credentialed teachers.
3.2	Staff Recruitment -- Hire high-quality certificated staff for all open positions.	2023-2024 100% of OUSD certificated positions were filled at the start of the school year.	2024-2025 99.3% of OUSD certificated positions were filled at the start of the school year.		100% of OUSD certificated positions are filled at the start of the school year.	Decrease in 0.7% of certificated positions filled at the start of the school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Staff Recruitment -- Hire high-quality classified staff for all open positions.	2023-2024 92% of OUSD classified positions were filled at the start of the school year.	2024-2025 86.9% of OUSD classified positions were filled at the start of the school year.		100% of OUSD classified positions are filled at the start of the school year.	Decrease in 5.1% of classified positions being filled at the start of the school year.
3.4	Staff Recruitment -- Hire high-quality certificated staff for all open positions.	2023-2024 100% of OUSD administrative positions were filled at the start of the school year.	2024-2025 100% of OUSD administrative positions were filled at the start of the school year.		100% of OUSD classified positions are filled at the start of the school year.	Maintained 100% of administrative positions being filled.
3.5	Staff Retention - Retain high-quality staff without “unexplained” departures for lateral position.	2023-2024 0.0% of certificated employees resigned from the District, with “unexplained” departure for a lateral position, as measured by exit interviews. 0% took a lateral position with another district.	2024-2025 0.0% of certificated employees resigned from the District, with “unexplained” departure for a lateral position, as measured by exit interviews. 0% took a lateral position with another district.		0.0% of certificated employees resigned from the District with “unexplained” departure for a lateral position, as measured by exit interviews. 0% took a lateral position with another district.	Maintained 0% of staff departing OUSD for unexplained reasons.

## Goal Analysis [2024-25]

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

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

### Successes

#### 3.1 Certificated Professional Development Plan

This action item focuses on providing effective professional development and training opportunities for OUSD staff. Successful implementation included PLC training for staff through the CAPS network, use of consultants such as Dr. Watson, Facing History as well as providing opportunities for staff to attend training such as SVMI. Successful curriculum collaboration release days and summer opportunities were and are planned to be held.

### 3.3 New Teacher Support

OUSD continues to provide Teacher Induction to teachers new to the profession as well as an in-house developed program that includes providing support through mentorship for staff members who may be experienced in their teaching but are new to the district.

### 3.4 Diversity Amongst Certificated Staff

This action item was written to support and encourage the efforts of the human resources department in development of wide range of recruitment efforts to attract a diverse range of high-quality candidates. HR staff has been utilizing a variety of job application/recruitment platforms as well as been present at local job fairs.

#### Challenges

##### 3.2 Classified Professional Development Day

This action item focuses on providing professional development and training opportunities to classified staff. While there are successes in some areas such as highly successful programming for the before and after school employees, leadership encountered multiple obstacles in providing other employees with the PD opportunities. The obstacles included calendar years, schedule and negotiated hours as well as the budget constraints. There is renewed effort to make this a priority in the following year, as there is significant input related to this need.

##### 3.5 Prioritize Support through Teachers on Special Assignment (TOSA) and Teacher Specialists

This action item was developed based on the input from staff and a need for additional PD and intervention support in the area of ELA and Math that would be provided through TOSAs. This action item was unfunded and not implemented due to budget constraints. While there is still input and need for this action item, budget constraints prevent it from implementation.

#### 3.4 Program Communication with the Community

The action item was written in response to community input asking for additional communication related to curricular efforts. The successes include elementary school teacher communication, school and district newsletters. Current input demonstrates room for improvement at the middle school and need for parent forums to better understand current initiatives/

#### Substantive Differences

No substantive differences

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.

### 3.3 New Teacher Support

The budgeted amount was \$36,500 and the actual expenses are \$43,272. The increase in expenses is due to the increased number of new teachers needing induction.

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

### 3.1 Certificated Professional Development Plan

Based on staff input during evaluation forms and observations of changes in pedagogy and instructional practices, this action item had a direct and positive impact on the progress in this goal.

### 3.2 Classified Professional Development Day

The PD day provided to BASC employees has shown positive effects throughout the BASC program. This is visible throughout the observations as well staff feedback. Feedback from parents, students and staff demonstrates that lack of PD for other classified staff is showing that there has not been progress made in this area for the remainder of the staff.

### 3.3 New Teacher Support

OUSD provides new teacher induction which is fully supported by the district. This is a financial support and incentive for new teachers positively affecting this goal. In the past, leadership team has heard from veteran teachers new to our district about the challenges unique to OUSD. The in-house program provides support to those staff members, helping with the ease of transition and retention of the staff members again directly affecting positive progress on this goal as evidence in high retention rates.

### 3.4 Diversity Amongst Certificated Staff

Data demonstrates that OUSD recruitment efforts have resulted in hiring and filling positions at high rates as the start-of-the-year vacancies have decreased amongst classified staff and remained flat amongst certificated and management staff.

### 3.5 Prioritize Support through Teachers on Special Assignment (TOSA) and Teacher Specialists

This action item was not implemented due to budget constraints and therefore has no impact on the goal progress.

### 3.4 Program Communication with the Community

Parent and staff input shows high satisfaction with the teacher communication in the elementary school as well as the schoolwide and districtwide communications sent from administration. In this sense there is positive progress in achieving this goal. There was input that there is a void in communication at the middle school specifically as it relates to curriculum and grading communication. In this aspect, no progress has been made.

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.

None

**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	Certificated Professional Development	OUSD certificated staff members will be provided with focused, relevant and engaging professional development to support progress on the established goals. A districtwide professional development plan will be developed to ensure a coherent approach to the development and training opportunities. Professional development will address the following: early literacy pedagogy, effective instructional practices, differentiation, curriculum development, assessment and grading, tiered intervention support, academic strategies for English language learners, academic support strategies for neurodiverse students, culturally responsive pedagogy, and social-emotional learning. Key opportunities for professional development will include professional development days, Wednesday collaboration time, conferences and workshops, and release days.	\$165,819.00	No
3.2	Classified Professional Development	Classified staff play a critical role in achieving the progress of the established goals. The districtwide professional development plan will be developed to ensure a coherent approach to the development and training opportunities for the diverse classified staff. Professional development will include summer workshops, in-house training opportunities, ongoing job-alike trainings and collaborative meetings. In addition to the professional development, classified staff, as well as district substitutes, will be provided with onboard training to support the successful start in their position.	\$3,000.00	No
3.3	New Teacher Support	Provide support to new teachers through the Teacher Induction Program and the OUSD Teacher Buddy Program. Additionally, support experienced teachers new to OUSD through the OUSD Teacher Support Provider.	\$40,000.00	No
3.4	Diversity Amongst Certificated Staff	Utilize a range of recruitment efforts, to attract diverse and high-quality candidates.	\$0.00	No
3.5	Prioritize Support through Teachers on Special Assignment	Teachers on Special Assignment (TOSA) in Literacy and Math have traditionally provided coaching support related to relevant instructional practices, curriculum development, professional development, and student	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	(TOSA) and Teacher Specialists	support. Due to budget shortage, TOSAs have been reduced, however their expertise and knowledge are valued and being prioritized should funding be available during the coming years. Additionally, certificated teacher specialists, such as PE, Music, and Art teachers provide exceptional value to the OUSD schools through their expertise of the subject matter. Should funding be available, OUSD would like to expand the use of certificated staff members as science specialists. These are unfunded priorities and cannot be implemented unless new funding becomes available. (UNFUNDED PRIORITY)		
<b>3.6</b>	Program Communication with the Community	Implement regular communication systems between schools and parent community to share curricular and instructional initiatives, professional learning community work, collaboration schedule and professional development focus. Communication systems will include regular emails from the school sites and the District with the curricular focus as well as curricular parent forums focused on specific curriculum and curriculum shifts. Particular focus will be placed on supporting parents of unduplicated students.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Responsible Management of Resources: The district will ensure long-term fiscal stability and effectively manage facility needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to achieve progress on goals focused on student learning, community of belonging, and highly qualified staff, the District must ensure responsible management of resources. Throughout the input process, educational partners have expressed the need for responsible fiscal management, transparent and clear communication of the district budget and responsible spending of the financial resources. In addition to the fiscal management, the educational partners expressed the desire to upgrade district's aging facilities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities Inspection Report (FIT) as recorded on the School Accountability Report Card (SARC) (1c).	2022-23 All school facilities were reported in good repair status (SARC).	2023-24 All school facilities were reported in good repair status (SARC).		All school facilities reported in good repair status (SARC).	Maintained all school facilities being in good repair status.
4.2	Districtwide 5-year Deferred Maintenance Plan with annual progress.	2023-24 Developed a 5-year Deferred Maintenance Plan. 1% of the planned repairs are completed.	2024-25 Developed a 5-year Deferred Maintenance Plan. 16% of the 24-25 planned repairs are completed.		Developed a 5-year Deferred Maintenance Plan. 10% of the planned repairs are in completed.	Increased completed repairs by 15%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Stable and improved fiscal outlook.	2023-24 2nd Interim shows OUSD deficit spending. Certificated staff and classified staff compensation is in the top third of salary schedules.	2024-25 2nd Interim shows OUSD deficit spending. Certificated staff and classified staff compensation is in the top third of salary schedules.		OUSD with 10% ongoing reserve without the projected deficit spending. Competitive certificated and classified compensation.	Maintained deficit spending and employee salary in top third.
4.4	Student usage of the Wagner Ranch Nature Area	2023-2024 Wagner Ranch Nature Area is currently closed to due safety concerns. 0% of OUSD students are attending Nature Area programming.	2024-25 Wagner Ranch Nature Area is currently closed to due safety concerns. 0% of OUSD students are attending Nature Area programming.		70% of students in grades 2-5 attend curricular trips to the Wagner Ranch Nature Area.	Maintained use of nature area at 0%.

## Goal Analysis [2024-25]

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

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

### Successes

4.1 Develop a districtwide facilities master plan, including the list of projects, estimated budgets, timelines and source of funding. This action item was developed to gain a full understanding of the facility needs, projects and needed resources. HKIT (architects) were hired and have begun the process of collecting data and evaluation of the facilities. The process is estimated to take about 6 months.

### 4.2 Deferred Maintenance Plan

OUSD facilities have aged and are in need of significant repair. A five-year maintenance plan has been developed with specific projects, timelines and budget estimates. While the plan has been successfully developed and the public is being updated on the progress of repairs, budget constraints play a role in the actual feasibility of conducting the larger repairs.

### 4.3 Budget Steering Committee

The action item was written to implement a comprehensive budget steering committee that would review and potentially revise the budget revenue and expenses. The committee was successfully implemented with large number of participants, including certified, classified and management staff as well as parents. A smaller format of this committee will continue in future years.

#### 4.4 Parent and Staff Budget Information Forums

Action item was written to improve communication and transparency relating to the districtwide budget which included staff and parent forums. Successful staff communication series were held. Parent meetings with parent leaders were held however not with the wider parent community.

#### 4.5 Review of District Categorical Spending

Action item was written in response to noted significant increase in use of outside contracted agencies to serve OUSD students specifically within the Special Education department. Full review of individual IEPs was completed as well as the review of every contract. The review is completed in an effort to provide high quality in-house services when possible as well as limit the spending on outside agencies.

#### Challenges

##### 4.4 Parent and Staff Budget Information Forums

While staff communication series were successfully implemented, budget communication remains a challenge for the wider community. Emails are not an effective way to communicate with the public on such complex issue. Staff will continue to explore ways to communicate about the whole budget process in an effort to engage the public.

#### 4.6 School Facility Cleanliness

An action item was written to improve custodial services, provide training and support for the custodians, and improve processes and protocols to ensure the cleanliness of campuses. While there were some successes including a successful PD day for custodians, student, parent and staff input demonstrates that this is an ongoing challenge area.

#### 4.7 Reopening of the Wagner Ranch Nature Area

Nature Area remains closed to the public due to growing safety concerns. While there are noted successes in the process of reopening of the area such as negotiations with the land trust and permanent conservation of the large part of the area, the challenge is that the safety concerns are significant and students are currently not utilizing it.

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.

#### 4.2 Deferred Maintenance Plan

The budgeted amount was \$450,000 and the actual expenses are \$399,103. The lower expenses were due to budget constraints and inability to complete all the planned projects.

#### 4.6 School Facility Cleanliness

The budgeted amount was \$200,000, and the actual expenses are \$0. The expenses were allocated to expand custodial services, and due to budget constraints, new custodians were not hired.

#### 4.7 Reopening of the Wagner Ranch Nature Area

The budgeted amount was \$400,000, and the actual expenses are \$20,000.

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

#### 4.1 Develop a districtwide facilities master plan, including the list of projects, estimated budgets, timelines and source of funding.

Development of a systematic and whole picture of the facility needs for the district is a necessity to ensure OUSD meeting the goal of proper maintenance and appropriate prioritization of the projects. Development of the master facility plan is a critical step in ensuring the progress on this goal.

#### 4.2 Deferred Maintenance Plan

This action item has provided a roadmap of the priorities for repairs ensuring that the aged buildings are well maintained. The data based on the SARC evaluation and a more positive input from the staff and students about the facilities demonstrates that this action item has led towards a positive progress on this goal.

#### 4.3 Budget Steering Committee

The budget steering committee was successfully implemented and based on the feedback led to increased trust and better understanding of the budget by the participants and their stakeholders. Several ideas came out of the committee that will be evaluated and implemented in the coming years. The committee had a positive impact on building trust and positive communication, however there is lack of evidence that positive progress was made in how it affected the actual budget.

#### 4.5 Review of District Categorical Spending

Significant effort was placed to complete a full audit of all IEPs and contracts in an effort to gain an understanding of OUSD budget as it relates to spending on contracted agencies vs. in-house support. This has resulted in the reorganization of behavior support, the removal of several contracted aides, and the replacement with in-house aides. Full understanding of the budget implications will be known at the closure of the school year.

#### 4.6 School Facility Cleanliness

PD training provided to the district custodians received positive input from the staff. However, the input from students, staff and community demonstrates that the effects remain unseen showing that this did not result in progress on this goal.

#### 4.7 Reopening of the Wagner Ranch Nature Area

There is progress in reopening the nature area due to the conservation negotiations, however progress has been slow and the area remains closed to the public.

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.

No changes

**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	Facilities Master Plan	Develop a districtwide facilities master plan, including the list of projects, estimated budgets, timelines and source of funding.	\$80,755.00	No
4.2	Deferred Maintenance Plan	Maintain, update, and report regularly on a districtwide five-year Deferred Maintenance Plan that includes specific repair projects, budget estimates and project timelines.	\$450,000.00	No
4.3	Budget Steering Committee	Implement a districtwide steering committee that involves staff, parents, site and district administrators to provide the district with input on the budget development and prioritization process, revenue and expenditures.	\$0.00	No
4.4	Parent and Staff Budget Information Forums	Implement regular communication methods to provide clear and transparent information to parents and staff relating to the budgets, revenues and expenses. Communication will include district and school site emails, website postings, staff meetings, and parent events. Events may be held as separate meetings or connected to the already scheduled meetings, such as the Open House or Back to School Night, staff meetings, and professional development days.	\$0.00	No
4.5	Review of District Categorical Spending	The district receives multiple categorical or restricted funds that can be spent only within the restricted category, the largest being Special Education. The district will complete a full, in-depth review of categorical expenses, the efficiency of how the funds are used, including use of	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		contractors, non-OUSD employees, and examination of the mode of program delivery and staffing to ensure resources are used efficiently and in the best interest of OUSD students.		
<b>4.6</b>	School Facility Cleanliness	Utilize a variety of strategies to improve OUSD school facility cleanliness including reviewing and revising staff schedules, providing training and sharing of best practices, ensuring sufficient supply of equipment such as trash receptacles, examining facility walkthroughs (job-alike walkthroughs) to share best practices between different sites.	\$5,000.00	No
<b>4.7</b>	Reopening of the Wagner Ranch Nature Area	Determine funding for the Wagner Ranch Nature Area to safely reopen the area of student and community use. Review and revise the programming offered at the Wagner Ranch Nature Area and examine partnerships with outside organizations (nonprofits, state) to improve ongoing funding opportunities.	\$750,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$274,636	\$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
0.960%	0.000%	\$0.00	0.960%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	<b>Action:</b> Summer Programming and Support  <b>Need:</b> Staff has identified students performing below grade level in ELA and/or Math. The District has a goal to ensure that all students will achieve at grade level or above. While all students in need of this intervention are supported, a large portion of the supported	Students will be identified through local and state assessments, report cards and grades. The summer intervention programming will be provided to students across all school sites.	Staff will assess the effectiveness by using local and state assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students are the District's unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>		
1.14	<p><b>Action:</b> Math Intervention Support</p> <p><b>Need:</b> Staff has identified students performing far below their grade level as they enter middle school math. Unless intervened, the students would enter high school not being on track for diploma. Additionally, intervention is needed to ensure students are not below grade level as they enter middle school. While all students in need of this intervention are supported, a large portion of the supported students are the District's unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Students will be provided instruction by a credentialed math teacher in a small-group setting to accelerate them to perform at grade level math while at the middle school. Intervention groups will be run at the elementary grades to provide targeted support.</p>	<p>Staff will monitor math proficiency data based on state and local test scores.</p>
2.1	<p><b>Action:</b> Wellness and Counseling Centers</p> <p><b>Need:</b> Chronic absenteeism, increased mental health challenges and school avoidance have been noted and as evidenced by data. Providing an additional counselor support will allow for support in the area of mental health.</p>	<p>Expanded counseling will be provided and implemented through the middle school wellness center to ensure mental health support to students. Support will be provided through individual, small group and prevention programming.</p>	<p>Staff will monitor absenteeism data, reasons for school and class avoidance by subgroup/</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
	<b>Scope:</b> Schoolwide		

### **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
1.4	<b>Action:</b> English Language Development Curriculum Support  <b>Need:</b> All English learners are to receive high quality, evidence based, standards Designated ELD instruction.  <b>Scope:</b> Limited to Unduplicated Student Group(s)	ELD teacher will provide ELD instruction to all English learners, provide support to staff members in the form of training and professional development and act as a liaison with the parents of English learners.	Smarter Balanced Assessment scores for English learners, reclassification rate and English Learner proficiency progress as monitored by the CA Dashboard.

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

## 2025-26 Total Planned Expenditures Table

LCAP Year		1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)										
Totals		28,608,496	274,636	0.960%	0.000%	0.960%										
Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel								
Totals		\$798,699.00	\$1,768,976.00	\$937,364.00	\$10,250.00	\$3,515,289.00	\$2,115,445.00	\$1,399,844.00								
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	Implementation of California State Standards	All	No			All Schools	2024-2027	\$10,250.00	\$145,000.00		\$145,000.00		\$10,250.00	\$155,250.00	
1	1.2	Standards-Based Curriculum	All	No			All Schools	2024-2027	\$0.00	\$46,250.00	\$36,000.00	\$10,250.00			\$46,250.00	
1	1.3	Course Offering Evaluation and Revision	All	No			Specific Schools: Orinda Intermediate School	2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.4	English Language Development Curriculum Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-2027	\$146,462.00	\$0.00	\$146,462.00				\$146,462.00	
1	1.5	Effective Assessment and Grading Practices	All	No			All Schools	2024-2026	\$0.00	\$0.00				\$0.00	\$0.00	
1	1.6	Tiered Student Support System	All	No			All Schools	2024-2027	\$145,025.00	\$3,400.00	\$3,400.00	\$145,025.00			\$148,425.00	
1	1.7	Targeted Literacy Intervention	All	No			Specific Schools: Elementary schools: Del Rey, Glorietta, Sleepy Hollow, Wagner Ranch TK - 5	2024-2027	\$379,946.00	\$0.00	\$141,616.00	\$85,702.00	\$152,628.00		\$379,946.00	

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	1.8	Professional Learning Communities	All	No			All Schools	2024-2027	\$145,025.00	\$0.00		\$145,025.00			\$145,025.00	
1	1.9	Effective Homework Practices	All	No			All Schools	2024-2025	\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	
1	1.10	Successful Transition to Middle and High School	All	No			All Schools	2024-2027	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
1	1.11	Examination of the Effectiveness of the Current School Day Schedule	All	No			All Schools	2024-2025	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
1	1.12	Support Access to Broad Course of Study	All	No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.13	Summer Programming and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$30,562.00	\$0.00	\$30,562.00				\$30,562.00	
1	1.14	Math Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
2	2.1	Wellness and Counseling Centers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	2024-2027	\$956,101.00	\$0.00	\$425,159.00	\$208,556.00	\$322,386.00		\$956,101.00	
2	2.2	Recess and Extra/Co-Curricular Supports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	School Climate Survey	All	No			All Schools	2024-2027	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
2	2.4	K-8 Character Education Program	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Equity-Based Professional Development	All	No			All Schools	2024-2027	\$0.00	\$3,194.00		\$3,194.00			\$3,194.00	
2	2.6	Positive Attendance Strategies	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Parent Engagement and Partnerships	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Implementation of Steering Committees Supporting the Community of Belonging	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Certificated Professional Development	All	No			All Schools	2024-2027	\$165,819.00	\$0.00		\$158,469.00	\$7,350.00		\$165,819.00	
3	3.2	Classified Professional Development	All	No			All Schools	2024-2027	\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
3	3.3	New Teacher Support	All	No			All Schools	2024-2027	\$40,000.00	\$0.00	\$5,000.00	\$35,000.00			\$40,000.00	
3	3.4	Diversity Amongst Certificated Staff	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Prioritize Support through Teachers on Special Assignment (TOSA) and Teacher Specialists	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Program Communication with the Community	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Facilities Master Plan	All	No			All Schools	2025-2027	\$80,755.00	\$0.00	\$0.00	\$80,755.00			\$80,755.00	
4	4.2	Deferred Maintenance Plan	All	No			All Schools	2024-2027	\$0.00	\$450,000.00			\$450,000.00		\$450,000.00	
4	4.3	Budget Steering Committee	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Parent and Staff Budget Information Forums	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Review of District Categorical Spending	Students with Disabilities	No			All Schools	2024-2025	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.6	School Facility Cleanliness	All	No			All Schools	2024-2027	\$5,000.00	\$0.00			\$5,000.00		\$5,000.00	
4	4.7	Reopening of the Wagner Ranch Nature Area	All	No			All Schools	2024-2027	\$0.00	\$750,000.00		\$750,000.00			\$750,000.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,608,496	274,636	0.960%	0.000%	0.960%	\$604,183.00	0.000%	2.112 %	<b>Total:</b>	\$604,183.00
								<b>LEA-wide Total:</b>	\$32,562.00
								<b>Limited Total:</b>	\$146,462.00
								<b>Schoolwide Total:</b>	\$425,159.00

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	1.4	English Language Development Curriculum Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$146,462.00	
1	1.13	Summer Programming and Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$30,562.00	
1	1.14	Math Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,000.00	
2	2.1	Wellness and Counseling Centers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools:	\$425,159.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,308,629.00	\$2,719,068.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implementation of California State Standards	No	\$206,000.00	\$244,337
1	1.2	Standards-Based Curriculum	No	\$88,000.00	\$151,509
1	1.3	Course Offering Evaluation and Revision	No	\$0.00	\$0.00
1	1.4	English Language Development Curriculum Support	Yes	\$113,000.00	\$112,836
1	1.5	Effective Assessment and Grading Practices	No	\$2,000.00	\$0
1	1.6	Tiered Student Support System	No	\$116,300.00	\$94,305
1	1.7	Targeted Literacy Intervention	No	\$305,327.00	\$317,362
1	1.8	Professional Learning Communities	No	\$112,000.00	\$91,005
1	1.9	Effective Homework Practices	No	\$1,500.00	\$0.00
1	1.10	Successful Transition to Middle and High School	No	\$2,000.00	\$643
1	1.11	Examination of the Effectiveness of the Current School Day Schedule	No	\$2,000	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Support Access to Broad Course of Study	No	\$20,000.00	\$20,000
1	1.13	Summer Programming and Support	Yes	\$75,000.00	\$109,286
1	1.14	Math Intervention Support	Yes	\$35,951.00	\$21,871
2	2.1	Wellness and Counseling Centers	No	\$954,051.00	\$925,503
2	2.2	Recess and Extra/Co-Curricular Supports	No	\$0.00	\$0
2	2.3	School Climate Survey	No	\$2,000.00	\$0
2	2.4	K-8 Character Education Program	No	\$0.00	\$0
2	2.5	Equity-Based Professional Development	No	\$10,000.00	\$21,000
2	2.6	Positive Attendance Strategies	No	\$0.00	\$0
2	2.7	Parent Engagement and Partnerships	No	\$0.00	\$0
2	2.8	Implementation of Steering Committees Supporting the Community of Belonging	No	\$0.00	\$1,320
3	3.1	Certificated Professional Development	No	\$174,000.00	\$142,831

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	Classified Professional Development	No	\$3,000.00	\$2,885
3	3.3	New Teacher Support	No	\$36,500.00	\$43,272
3	3.4	Diversity Amongst Certificated Staff	No	\$0.00	\$0
3	3.5	Prioritize Support through Teachers on Special Assignment (TOSA) and Teacher Specialists	No	\$0.00	\$0
3	3.6	Program Communication with the Community	No	\$0.00	\$0
4	4.1	Facilities Master Plan	No	\$0.00	\$0
4	4.2	Deferred Maintenance Plan	No	\$450,000.00	\$399,103
4	4.3	Budget Steering Committee	No	\$0.00	\$0
4	4.4	Parent and Staff Budget Information Forums	No	\$0.00	\$0
4	4.5	Review of District Categorical Spending	No	\$0.00	\$0
4	4.6	School Facility Cleanliness	No	\$200,000.00	\$0
4	4.7	Reopening of the Wagner Ranch Nature Area	No	\$400,000.00	\$20,000

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$237,774	\$223,951.00	\$243,993.00	(\$20,042.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	English Language Development Curriculum Support	Yes	\$113,000.00	\$112,836		
1	1.13	Summer Programming and Support	Yes	\$75,000.00	\$109,286		
1	1.14	Math Intervention Support	Yes	\$35,951.00	\$21,871		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
26,980,392	\$237,774	0.0%	0.881%	\$243,993.00	0.000%	0.904%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

## Reflections: Technical Assistance

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### Purpose

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

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

## Requirements

### Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

### Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

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

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

##### Type of Goal

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

##### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

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

### **Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <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:

- 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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