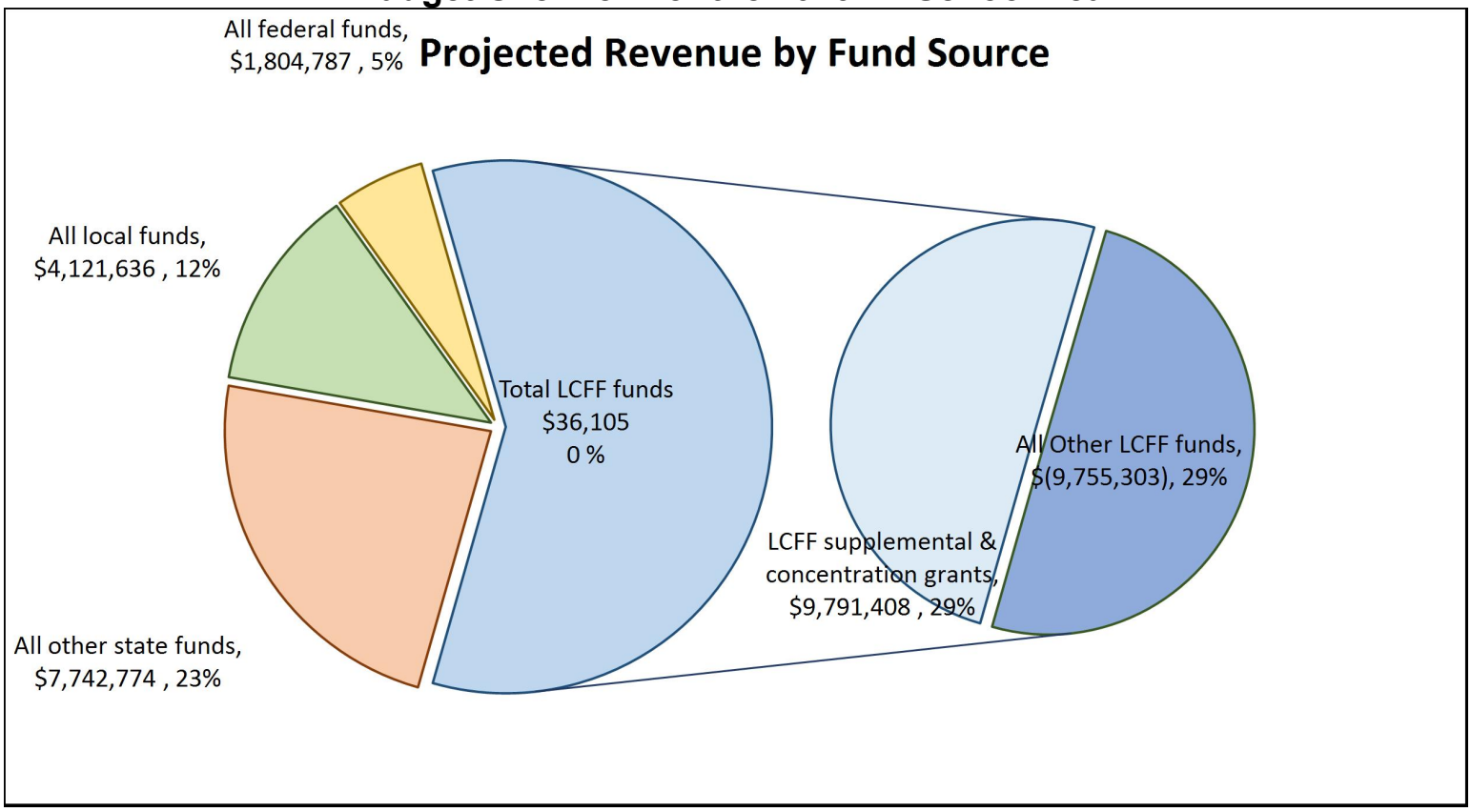
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orland Unified School District
CDS Code: 11-754810000000
School Year: 2026-27
LEA contact information:
Victor Perry
Superintendent
vperry@orlandusd.net
(530) 865-1200

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

Budget Overview for the 2026-27 School Year

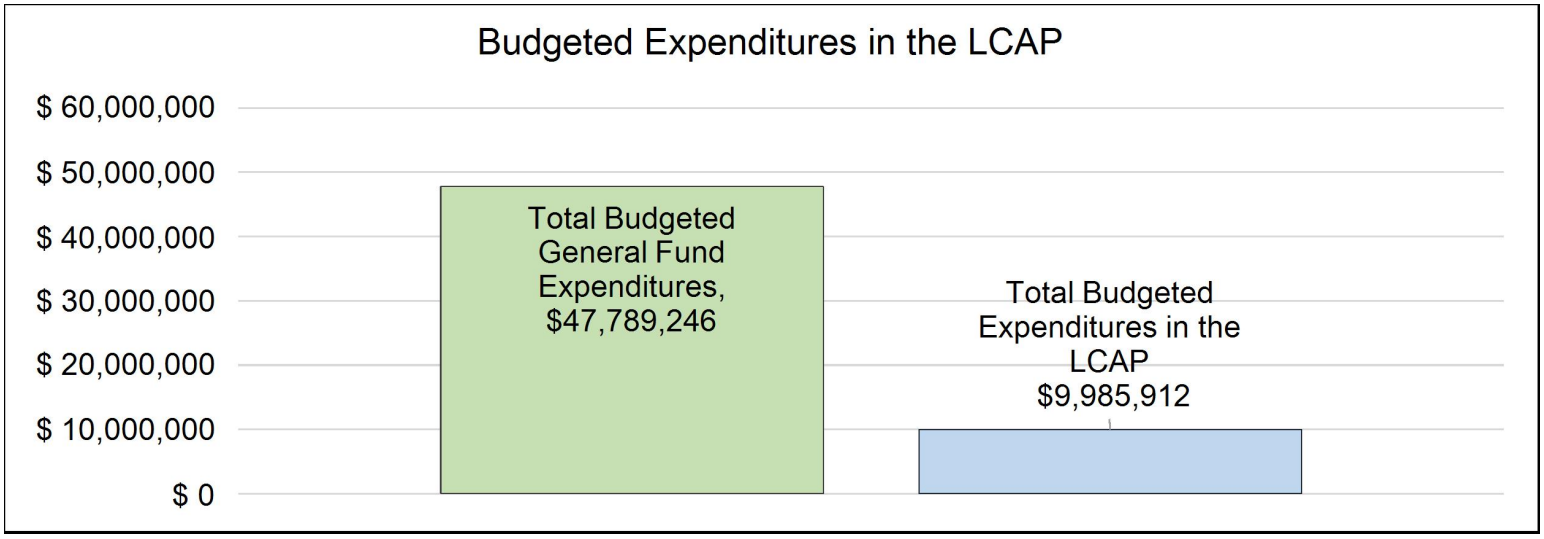


This chart shows the total general purpose revenue Orland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orland Unified School District is $13,705,302.07, of which $36,105.070 is Local Control Funding Formula (LCFF), $7742774 is other state funds, $4121636 is local funds, and $1804787 is federal funds. Of the $36,105.070 in LCFF Funds, $9791408 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 Orland Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

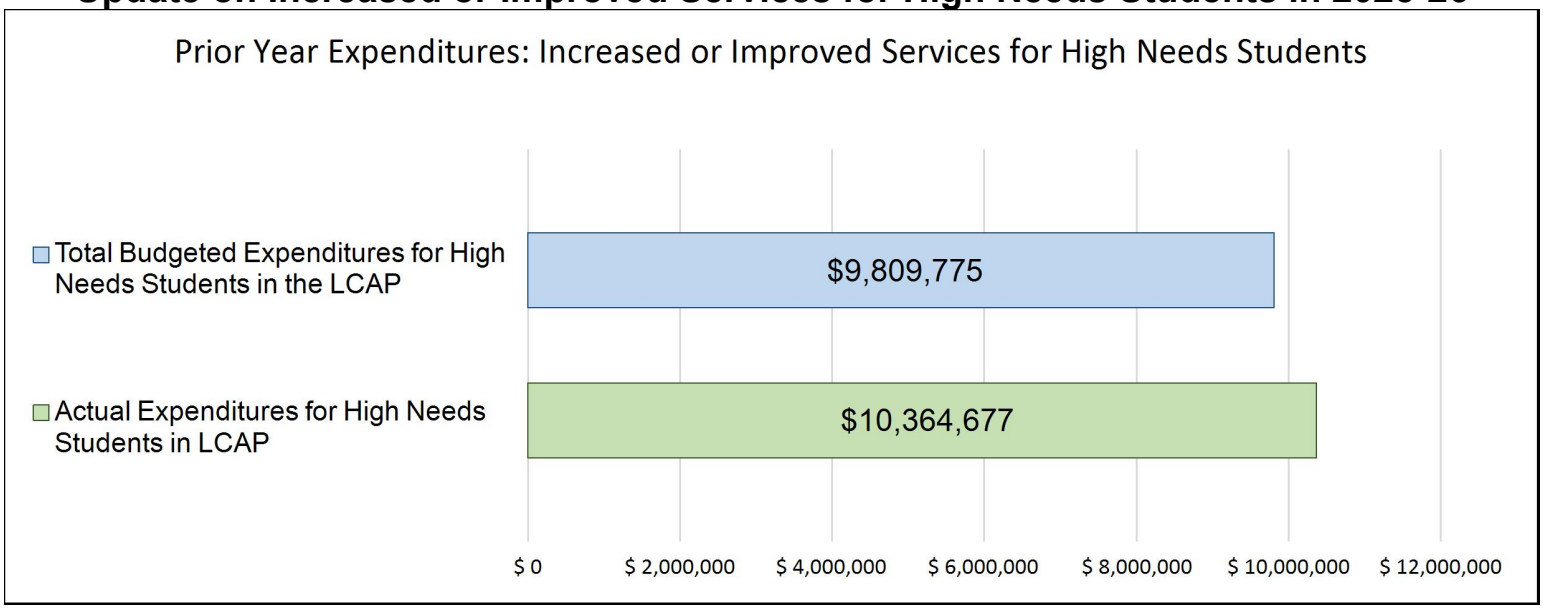
The text description of the above chart is as follows: Orland Unified School District plans to spend $47,789,246 for the 2026-27 school year. Of that amount, $9985912 is tied to actions/services in the LCAP and $37,803,334 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orland Unified School District is projecting it will receive $9791408 based on the enrollment of foster youth, English learner, and low-income students. Orland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orland Unified School District plans to spend $9918078 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Orland Unified School District's LCAP budgeted $9,809,775 for planned actions to increase or improve services for high needs students. Orland Unified School District actually spent $10,364,677 for actions to increase or improve services for high needs students in 2025-26.

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
Orland Unified School District	Victor Perry Superintendent	vperry@orlandusd.net (530) 865-1200

Plan Summary [2026-27]

General Information

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

Mission and Vision of the Orland Unified School District

Orland Unified School District is committed to delivering high-quality, differentiated, and effective instruction in a safe, inclusive, and diverse learning environment that equips students for success in college, careers, and life.
Our vision is to become the district of choice for all students within our boundaries and to be recognized as the premier school district in Glenn County.

Core Values of OUSD

We prioritize students' needs and consistently act in their best interests.

We uphold a safe and positive environment for both students and staff.

We measure progress by monitoring student growth and academic improvement.

We operate with integrity, transparency, and ethical behavior in everything we do.

We maintain a resilient, problem-solving mindset, even in the face of challenges.

We value consistency, open communication, and collaboration across the district and community.

We cultivate strong community partnerships, recognizing our responsibility to serve those around us.

We hold high expectations for all learners and strive for success across all areas of learning.

We ground our practices in research and evidence, ensuring continuous learning for students, staff, and leadership.

We believe in accountability at every level—students, staff, and school leaders alike.

District Context and Community

Orland Unified School District is located in Glenn County, about 100 miles north of Sacramento, in the agriculturally rich Northern Sacramento River Valley. The local economy is largely centered on agriculture, particularly almonds and walnuts. Other significant local agricultural outputs include rice, honey products, table olives, and vine crops such as melons, pumpkins, and squash. Many families in the community are directly involved in or support these agricultural enterprises. Orland is known for its strong sense of community, making it a welcoming place to live and raise a family. The city features strong community infrastructure, including quality schools, multiple churches, an active public library, civic service organizations, a dedicated police department, and a Volunteer Fire Department that has protected both urban and rural areas for over 100 years.

District Demographics and Staffing

Orland Unified is the largest school district in Glenn County, serving 2,195 students with a wide range of educational needs. Currently, 85.1% of students are socioeconomically disadvantaged, and 25.2% are English Learners. The student population is 69.2% Hispanic/Latino, 26.2% White, 1.5% Asian, 0.3% African American, and 1% American Indian.

The district is supported by approximately 200 classified employees, who serve as instructional aides, maintenance staff, secretaries, nutrition workers, bus drivers, and more. In addition, over 142 credentialed professionals—including teachers and administrators—provide instructional and support services. Most staff members live within Glenn County or commute from neighboring communities.

With an annual budget of nearly $45 million, the majority of district funding is directed toward staff salaries and benefits, while the remaining budget supports operations, long-term obligations, and facility maintenance.

Educational Programs and Structure

OUSD offers traditional TK–12 instruction across four schools:

Mill Street Elementary (TK–2)

Fairview Elementary (3–5)

CK Price Intermediate (6–8)

Orland High School (9–12)

In addition, students may enroll in a K–12 Independent Study Program. North Valley High School, which receives equity multiplier funding, provides alternative education and credit recovery opportunities for students in grades 9–12.
North Valley High School is identified as an Equity Multiplier school based on current data. In response, this LCAP includes a required focus goal that addresses the needs of the lowest-performing student groups at this site, aligned to CA Dashboard indicators.

Commitment to Equity and Improvement

Both state and local assessments highlight persistent challenges in student mastery (specifically for North Valley, around suspension rates, with the percentage reflecting 21.3%, which is 18.1% higher than the state average of all schools) of academic content standards. The district acknowledges the evolving needs of its diverse student population and their families. OUSD is focused on accelerating student learning and closing achievement gaps through instructional improvement, data-informed practices, and active family engagement.

To drive continuous growth, the district is building a unified support system that aligns all services and programs to high academic expectations. OUSD is dedicated to forming collaborative, high-functioning teams—including educators, administrators, and parents—to carry out this mission effectively and ensure lasting student success.

Reflections: Annual Performance

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

Progress Overview:

2023 Baseline:
At OUSD, we have subgroups in the "Red" category in the 2023 category that will have metrics and actions listed in this LCAP to show how The district is supporting their performance.
District-wide, these subgroups include:
EL, FY, H, Hm, SED, and SWD for suspension rate.
EL, H, Hm, and SWD for English Language Arts.
EL, H, Hm, SED, SWD, and W for Math.

At each site within our district, we have subgroups in the "Red" category on the 2023 category that will have metrics and actions listed in this LCAP to show how each site is supporting its performance.
These sites' subgroups include:

Mill Street School: EL, H, SED, SWD, W for suspension rate.
Fairview: SED, EL, SWD for English Language Arts.
CK Price: EL, H, SED, SWD, W for suspension rate.
CK Price: EL, H, SED, SWD for English Language Arts.
CK Price: EL for EL Progress
CK Price: EL, H, SED, SWD, W for Math.
OHS: SED for English Language Arts.
OHS: H, SED, W for Math.
North Valley: SED for college and career readiness.

2025 Updated:
At OUSD, we have subgroups in the "Red" category in the 2025 category that will have metrics and actions listed in this LCAP to show how the district is supporting their performance.
District-wide, these subgroups include:
Hm, for suspension rate. (Goal 2, 2.1-2.3)
Hm for English Language Arts. (Goal 1, 1.1-1.1.6)
Hm and SWD or Chronic Absenteeism (Goal 2, 2.1-2.3)
LTEL for Suspension Rate (Goal 2, 2.1-2.3)
LTEL for College and Career (Goal 1, 1.1-1.1.6)
Hm for Math. (Goal 1, 1.1-1.1.6)

At each site within our district, we have subgroups in the "Red" category on the 2025 category that will have metrics and actions listed in this LCAP to show how each site is supporting their performance.
These sites' subgroups include:
Mill Street School: NA
Fairview: H and ELs for English Language Arts. (Goal 1, 1.1-1.1.6)
CK Price: LTELS and SWD for suspension rate. (Goal 2, 2.1-2.3)
CK Price: H for English Language Arts. (Goal 1, 1.1-1.1.6)
CK Price: EL for EL Progress (Goal 1, 1.1-1.1.6)
CK Price: White and SWD for Chronic Absenteeism (Goal 2, 2.1-2.3)
OHS: ELs and Homeless for Suspension Rate (Goal 2, 2.1-2.3)
North Valley: SED for college and career readiness. (Goal 5, 5.1-5.3)

LREBG: As of June 30, 2026, OUSD has $194,183 in unspent LREBG funds. An additional $388,366 is expected LREBG revenue for the 26/27 fiscal year. A total of $353,570 is budgeted in the 26/27 budget. These funds are being used to support goal 1, priority 4, and goal 2, priority 5 in the LCAP, which focus on extended learning time, targeted academic interventions, and integrated student supports, which came out of OUSD's LREBG needs assessment. These actions align with the allowable uses under EC Section 3256(c)(2) and are designed to address identified learning loss and achievement gaps for unduplicated pupils.

UPDATED: 6/1/2026

All teachers are recognized as "Highly Qualified" by the CA Commission on Teacher Credentialing, maintaining a 100% rating.
The Social-Emotional Learning team has advanced in analyzing and implementing strategies to support every student.

The Dual Immersion program is on track, with the inaugural Dual Immersion class now entering OHS and in 10th grade.

Comprehensive Professional Development was provided to teachers and staff at the start of the school year, covering topics such as PLCs, Active Threats, IBa's, Relationship Building, Social/Emotional Support, and technology.

Ongoing committee meetings for Math, Dual Immersion, English Learner Task Force, and DSLT have led to the successful implementation of planned improvements.

Chronic Absenteeism has decreased to 12.6%

English Learner Proficiency has seen a positive increase of 2.5%.

CAASPP results for ELA declined by 8.4 points, while Math experienced a 14-point decline.

Suspension rates have been consistently low, decreasing 0.4%

Ensured that no teachers were misassigned, and all students had access to their standards-aligned instructional materials both at school and at home.

Reflections: Technical Assistance

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

Orland Unified School District is eligible for Differentiated Assistance based on the 2024 and 2025 California School Dashboards. Based on the 2025 Dashboard, the district was eligible for five student groups—Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White—across multiple indicators, including Pupil Achievement (Priority 4), School Climate/Suspension Rate (Priority 6), College and Career Indicator (Priority 8), and Graduation Rate (Priority 5). Based on the 2025 Dashboard, eligibility has narrowed to Long-Term English Learners and Homeless students in Pupil Achievement (Priority 4) and Chronic Absenteeism/Suspension Rate (Priority 6). This shift reflects meaningful progress while also highlighting the need to intensify support for the remaining identified student groups.

In response, the district has engaged in sustained, multi-year differentiated assistance in close partnership with the Glenn County Office of Education. This collaboration has focused on building the district's internal capacity to implement coherent, aligned systems of instruction, assessment, and support to improve outcomes for Long-Term English Learners and students experiencing homelessness.

In 2025–26, this work deepened through Direct Technical Assistance (DTA), in partnership with the Glenn County Office of Education and the California Collaborative for Educational Excellence (CCEE). Through this process, GCOE and CCEE worked with district leadership to examine root causes of persistent underperformance, including variability in Professional Learning Community (PLC) implementation, inconsistent use of assessment and data systems, and misalignment between district goals, site plans, and classroom instruction. This collaborative analysis led to a refined focus on system coherence as the central strategy for improvement.

Over multiple years, the Glenn County Office of Education has provided sustained, embedded support to the district to build this coherence. This has included professional learning in multilingual learner strategies, structured literacy and early reading practices, math instruction, and restorative practices; coaching and facilitation of district and site leadership teams to strengthen data inquiry and decision-making; and targeted support for developing high-functioning PLCs. These efforts have contributed to a growing districtwide culture in which data is used more consistently and collaboratively to inform instruction and improve student outcomes.

As a result of this partnership, the district's improvement efforts are increasingly organized around a coherent system in which goals, data, instruction, and interventions are aligned across levels of the organization. The district has strengthened PLC structures with protected collaboration time and clearer expectations for data use, developed more consistent pacing and instructional guidance, and improved the use of assessment tools—including interim assessments and early literacy screeners—to inform instruction and intervention, particularly for Long-Term English Learners and Homeless students.

The district has also worked to better align supplemental programs and supports with core instruction. Extended learning opportunities, tutoring, and literacy interventions are being more intentionally connected to classroom instruction to ensure that students who are not yet meeting grade-level expectations receive targeted and coordinated support. In addition, continued investment in English Language Development (ELD) and academic language strategies is supporting improved access to grade-level content for Long-Term English Learners.

To address root causes related to school climate and engagement, the district—supported by ongoing technical assistance—has strengthened social-emotional learning, trauma-informed practices, and integrated student support services. These efforts are designed to reduce chronic absenteeism and suspension rates, particularly for students experiencing homelessness, by improving engagement, connection to school, and access to supports.

The differentiated assistance and Direct Technical Assistance work described above is operationalized through specific actions within the LCAP. These include Goal 1 actions focused on PLC implementation, data systems, literacy, and English Language Development, and Goal 2 actions focused on school climate, student engagement, and integrated supports. These actions translate the district's identified needs into coordinated services and supports and are principally directed toward improving outcomes for Long-Term English Learners and Homeless students.

Educational partner input gathered through ELAC, DELAC, School Site Councils, student advisory groups, and parent surveys informed the prioritization of literacy, English Language Development, and school climate strategies reflected in these actions.

Progress will be monitored through multiple measures, including CAASPP performance in English Language Arts and mathematics, the English Learner Progress Indicator, suspension rate data, chronic absenteeism rates, and local measures such as early literacy screening and PLC implementation evidence. These data will be used to monitor progress specifically for Long-Term English Learners and Homeless students and to guide ongoing refinement of district systems. Orland Unified School District will continue its partnership with the Glenn County Office of Education and CCEE through the Direct Technical Assistance process to further strengthen system coherence and ensure that Long-Term English Learners and Homeless students experience improved academic outcomes, increased engagement, and reduced disparities over time.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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	Ongoing Communication and Collaboration Meetings (8/2025-5/2026) *Staff Meetings, Board Meetings, Up Days, Banking Days, DSLT meetings, and any additional information as requested.
Principals	Ongoing Communication and Collaboration Meetings (8/2025-5/2026) *Admin leadership retreat, support, and feedback from the superintendent and the director of educational services.
Administrators	Ongoing Communication and Collaboration Meetings (8/2025-5/2026) *Admin leadership retreat, support, and feedback from the superintendent and the director of educational services.
Other School Personnel	Ongoing Communication and Collaboration Meetings (August through June)
Certificated Bargaining Unit	Ongoing Communication and Collaboration Meetings (August through June)
Classified Bargaining Unit	Ongoing Communication and Collaboration Meetings (August through June)
Parents	Surveys and Feedback Sessions, Ongoing Communication and Collaboration Meetings (2/2026 - 4/2026) *Mid-year check-in at the board meeting in February, ELAC/DELAC meetings, and SSC meetings in April. Final review with DELAC on June 9, 2026

Educational Partner(s)	Process for Engagement
Students	Student advisory committees comprised of diverse student representatives from different grade levels, backgrounds, and academic interests. (April 2026) *SSC Meetings at CK Price and OHS in April.
SELPA	Ongoing Communication and Collaboration Meetings (August through June)
Equity Multiplier	Engagement occurred at the school site (North Valley) - At North Valley High School, educational partners were specifically consulted regarding the needs of the students, generating Equity Multiplier funding. This input directly informed the development of the required focus goals and aligned actions included in this LCAP. (4/2026) *Director of Educational Services (admin designee) met with staff and principal to review the LCAP.

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

The Orland Unified School District engaged a wide range of educational partners throughout the school year to gather meaningful feedback that informed the development of the 2025–2026 LCAP. Engagement included surveys, site meetings, forums, advisory committees (e.g., ELAC, DELAC, School Site Councils), and focused outreach at our Equity Multiplier site. Key themes from each stakeholder group are summarized below:

Students:
Students consistently emphasized the need for:

More engaging, interactive learning experiences, including the integration of modern technology and real-world applications to increase relevance.

A supportive and inclusive school climate that ensures every student feels safe, respected, and heard.

Expanded mental health services and clear anti-bullying policies.

Broader course offerings, with more electives, fewer mandatory courses, and a balance in academic rigor.

OUSD addressed this in 2025/2026 through discussion with OHS and Butte College to expand our Dual Enrollment courses as well as our CTE pathways.
In 2026/2027, OUSD has added additional Dual Enrollment courses, a CTE Pathway for Medical and Art, as well as a part-time CTE coordinator who will be supporting all of the CTE programs. At CK Price has hired a CTE Coordinator to support a CTE wheel." (See Action 1.5)

Greater clarity in grading and learning objectives, with student voice in school decisions, including feedback on rules and course structures:

How OUSD is addressing this in 2025/2026 - Along with the CAHKS, OHS has reviewed the data from a 2024/2025 student-created survey, which was sent out with permission of the site admin. Data will be reviewed and measured.
OHS reviewed the data from the student survey and in response, added the CTE pathways mentioned above.
How OUSD is addressing this in 2026/2027 - OHS has plans to send this survey out again this spring to compare year over year. (Updated 4./20/26) (See Action 2.1)

Staff (Teachers and Classified Personnel):

Ongoing professional development, particularly in differentiated instruction and the use of data to guide personalized learning:

How OUSD is addressing this in 2025/2026 - OUSD provided annual Up Days training to staff with continued support and an extension of learning/training in these key areas: "Learning for Living" culture building PD. "Building Thinking Classrooms as a District Math Team, and mClass with DIBELS training for K-5 with Amira.
How OUSD will address this in 2026/2027 - OUSD provided annual Up Days training to staff with continued support and an extension of learning/training in these key areas: "ABEO" restorative practices PD. "Building Thinking Classrooms as a District Math Team, Math Adoption Committee, and training, ELLevation, Edmentum, and mClass with DIBELS training for K-5 with Amira
(See Action 1.3)

A positive, collaborative work culture, with strategies aimed at boosting morale, fostering teamwork, and addressing burnout:

How OUSD is addressing this in 2025/2026 - CK Price and NV have addressed this through the Restorative Justice Grant and the continuation of learning with ABEO Restorative Practices. NV has remodeled its offices to create a more welcoming, student-friendly environment through the RJ Grant.
How OUSD is addressing this in 2026/2027 - CK Price and NV have addressed this through the Restorative Justice Grant and the continuation of learning with ABEO Restorative Practices. Continuation of using Title funding to support teacher-requested PD around supporting the goals of the LCAP and site SPSAs
(See Action 2.11)

Parents and Community Members: Parents and community partners shared priorities around:

Improved communication and increased opportunities for involvement in their children’s education.

How OUSD is addressing this in 2025/2026 - Continued communication and social media campaigns through our district Social Media Coordinator. In addition, OUSD has partnered with Ross Productions to create videos highlighting Dual Immersion and the student-centered culture and climate of OUSD.
How OUSD is addressing this in 2026/2027: Continued communication and social media campaigns through our district Social Media Coordinator and reducing the barrier for parent volunteers to be cleared to particpate in district-wide and site events.
(See Action 3.4)

Regular updates on student progress and accessible parent-teacher communication.

Workshops and resources to support learning at home, especially for families with limited English proficiency, including translated materials and culturally responsive engagement:
How OUSD is addressing this in 2025/2026 - OUSD held a "Partners In Learning Night" at Mill Street School, where teachers led learning workshops around core subjects that parents requested help with. Over 100 parents came to the event.
How OUSD is addressing this in 2026/2027 - In addition to "Partners In Learning Night," OUSD will continue to support our families with limited English proficiency OUSD will be communicating with parents through ELLevation as well as CAASPP, and ELPAC Studnet Score Reporting (SSR) digitally.
(See Action 3.4)

Administrators
Site and district administrators emphasized:

The need for leadership development programs to promote positive, equitable school cultures.
How OUSD is addressing this in 2025/2026 - OUSD sent two administrators to "Learning for Living" Culture Building PD, as well as three administrators to "Don't Suspend Me" PD to learn about restorative practices around behavior and suspensions.
How OUSD is addressing this in 2026/2027: OUSD will be sending each site principal to the 21st Century School Leadership Association Principals Network and the Director of Educational Services to the CCEE Director's Network
(See Action 3.4)

Strengthened communication and collaboration skills among school leaders:
How OUSD is addressing this in 2025/2026 - Annual administrative retreat, as well as ongoing Leadership/Cabinet meetings.
How OUSD is addressing this in 2026/2027 - Annual administrative retreat, as well as ongoing Leadership/Cabinet meetings.

Greater access to data analysis tools and training to support strategic, data-driven decision-making.
How OUSD is addressing this in 2025/2026 - The Director of Educational Services is looking into differentiated programs. One addition is a program called ELLevation, specifically to support and track our English Learners.
How OUSD is addressing this in 2026/2027 - First year digital adoption tools with ELLevation, Edmentum, and Linkit! The Director of Educational Services will continue to look into different programs to reach our goals.

Labor Organizations
Union representatives emphasized: TBD

The a need for fair compensation and benefits to recruit and retain qualified educators and staff:
How OUSD is addressing this in 2025/2026 - Pro-rated raises for the 2025/2026 school year were negotiated and agreed upon between the parties.
How OUSD is addressing this in 2026/2027 - Ongoing negotiations as needed.

Policies that support educator wellness, including mental health resources and reasonable workload expectations:
How OUSD is addressing this in 2025/2026 - "Learning for Living" Culture PD for Up Days and continuation with administration.
How OUSD is addressing this in 2026/2027 - TBD
(See Action 1.5)

SELPA (Special Education Local Plan Area):

The critical importance of inclusive classrooms, personalized learning plans, and individualized student support.

SELPA funding and services for OUSD students:
How OUSD is addressing this in 2026/2027 - OUSD will be acquiring the students from the county adult education program to be absorbed back into OUSD's student population.

More specialized training for general and special education staff, with emphasis on differentiated instruction, behavior strategies, and collaboration across teams.
How OUSD is addressing this in 2026/2027 - OUSD will continue with Up Days and support teachers through Title funding (when available) for additional trainings as needed.
(See Action 1.3)

Summary and Integration:
Feedback from all educational partners, including at our Equity Multiplier site, has shaped a well-rounded and responsive LCAP. Themes such as student wellness, instructional equity, stakeholder communication, and support for diverse learners are embedded throughout the plan. This comprehensive engagement process ensures that the LCAP aligns with the priorities, challenges, and aspirations of the entire school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students at OUSD will demonstrate growth toward meeting or exceeding standards in all academic areas.	Broad Goal

State Priorities addressed by this goal.

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.

OUSD Local Educational Agencies (LEAs) has prioritized developing the goal of "All students will demonstrate growth towards meeting or exceeding standards in all academic areas" due to several important reasons:
**Emphasis on Rigorous Standards: The Every Student Succeeds Act (ESSA) underscores the importance of rigorous academic standards and equal access to college- and career-ready education programs for all students by setting high academic achievement as a goal, LEAs align with this emphasis on excellence.

**Equity and Opportunity: LEAs recognize that every student deserves an equitable opportunity to succeed academically. By focusing on high achievement, they aim to bridge gaps and ensure that all students, regardless of their backgrounds, have access to quality education.

**Student Success: High academic achievement directly correlates with student success. LEAs understand that well-prepared students are more likely to thrive in higher education, careers, and life beyond school. Therefore, setting this goal is essential for fostering student growth and future accomplishments.

**Accountability and Improvement: Developing a goal around high academic achievement holds LEAs accountable for student outcomes. It encourages continuous improvement by monitoring progress, identifying areas for enhancement, and implementing effective strategies to boost achievement levels.

In summary, OUSD prioritizes high academic achievement for all students because it aligns with educational standards, promotes equity, supports student success, and drives accountability for continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4: Academic Performance for English Language Arts as a percentage of students who met or exceeded standard as measured by CAASPP. (2022/2023).	26.89% (2023)	22.15% (2024)	24.28% (2025)	28.23%	Decrease of 2.62% from baseline
1.2	Priority 4: Academic Performance for Mathematics as a percentage of students who met or exceeded standard as measured by CAASPP (2022/2023).	11.81% (2023)	9.65% (2024)	12.69% (2025)	12.40%	Increase of 0.8% from Baseline
1.3	Priority 4: Academic Performance for English Learner Progress as a percentage of students making progress toward English language proficiency as measured by ELPAC (2022/2023).	48.6% (2023)	51.1% (2024)	42.8% (2025)	51.03%	Decrease of 5.8% from baseline
1.4	Priority 8: Academic Performance for math proficiencies based on our local District Math Assessment (DMA) as measured as a percentage of students who "Mastered Standard with Thorough Understanding" (2023/2024).	31.85% (2024)	40% (2025)	NA (2026)	42.10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 8: Academic Performance for writing proficiencies based on our local District Writing Assessment (DWA) as measured as a percentage of students who "Mastered Standard with Thorough Understanding" (2023/2024).	24.45% (2024)	24.55% (2025)	TBD (2026)	25.67 %	
1.6	Priority 7: 100% of students have access to a broad course of study as measured by the California Dashboard (2022/2023).	100% (2023)	100% (2024)	100% (2025)	100%	Remained the same from baseline
1.7	Priority 8: College/Career for CTE completion rate recorded as a percentage and reported by Cal Pads (2022/2023).	84 of 477 or 17.6% (2023)	40 of 561 or 7.1% (2024)	79 of 477 or 16.5% (2025)	18.48%	Decrease of 0.9% from Baseline
1.8	Priority 8: College/Career as measured on the California Dashboard to include local measures of AP pass rate with a score of a 3 or higher (2022/2023).	3 or higher was 28% out of 182 total tests. (2023)	3 or higher was 34% out of 183 total tests. (2024)	TBD	29.4%	
1.9	Priority 4: College/Career as measured from percentage of students A-G Readiness from	18.9% (2023)	26.3% (2024)	16% (2025)	19.85%	Decrease of 2.9% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	OUSD Student Information System (2022/2023).					
1.10	Priority 8: College/Career as measured by the total number of students who received the Seal of Bi-literacy as reported in Cal Pads (2022/2023).	20 students (2023)	16 Students (2024)	20 Students (2025)	21 total students	No change from baseline
1.11	NEW UPDATED 12/1/2-25 - Priority 8: College/Career as measured by the total number of students who received the Seal of Civic Engagement as reported in Cal Pads (2024/2025)	Data Needed (2023)	17 (2024)	17 Students (2025)	TBD	
1.12	Priority 8: College/Career Readiness as measured by percentage and reported on the California Dashboard (2022/2023).	29% (2023)	20.9% (2024)	26.7% (2025)	30.45%	Decrease of 2.3% from baseline
1.13	Priority 4: Academic Performance for Science as a percentage of students who met or exceeded standard as measured by CAST. (NOTE: Grade 12 available only) (2022/2023).	19.63% (2023)	20.74% (2024)	17.78% (2025)	20.61%	Decrease of 2.15% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Priority 8: College/Career as measured on the California Dashboard to include local measures of EAP pass rate for ELA with a score of a 3 or higher as measured by "standard met or standard exceeded" the CAASPP test for ELA. (2022/2023).	46% (2023)	38.65% (2024)	38.95 (2025)	48.3%	7.05% decrease from baseline
1.15	Priority 8: College/Career as measured on the California Dashboard to include local measures of EAP pass rate for Math with a score of a 3 or higher as measured by "standard met or standard exceeded" the CAASPP test for Math (2022/2023).	14% (2023)	8.59% (2024)	18.85 (2025)	14.70%	4.85% decrease from baseline
1.16	Priority 4: English Language Acquisition Status - EL Reclassification Rate (RFEP)	65 (2023)	61 (2024)	551 EL and 65 RFEP'D (2025)	67	No change from baseline
1.17	Priority 2: Providing support for teachers on the standards they have not yet mastered as measured by the 2024 Local Indicator Self-Reflection of 2023/2024 Indicators	2 - Beginning Development (2023)	3-Initial Implementation (2024)	3-Initial Implementation (2025)	4 - Full Implementation	Increased from 2 to 3

Goal Analysis [2025-26]

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

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

OUSD implemented actions for LCAP, Goal 1: All students at OUSD will demonstrate growth toward meeting or exceeding standards in all academic areas.

Based on the mid-year implementation data, the Orland Joint Unified School District experienced several successes in expanding academic supports, particularly through extended learning opportunities and enrichment programs. Actions such as the SPARK After School Program and Summer School were implemented at a Level 3 (full implementation), indicating strong operational rollout and site-level uptake. Enhancements, including increased tutoring access, transportation offerings, and the integration of community school supports, contributed to improved access to academic and enrichment opportunities for students. Additionally, the creation of safe, supportive environments (e.g., CASEL-aligned spaces) reflects a more holistic approach to supporting academic achievement alongside social-emotional development.

At the same time, the district encountered several implementation challenges, particularly related to equitable access and differentiated supports. Transportation emerged as a recurring barrier, especially for summer programming, limiting consistent participation for some student groups. Additionally, there is evidence that students with disabilities (SPED) may not have been fully supported within general program structures, suggesting a need for more targeted or specialized programming during extended learning opportunities.

These challenges indicate that while core programs are operational, refinement is needed to ensure equitable access and effectiveness for unduplicated pupils and students with unique needs. Mid-year reflections suggest a shift toward adapting rather than abandoning key actions, with considerations such as adding specialized classes and improving transportation systems already identified.

Overall, implementation data reflect strong foundational execution with emerging clarity around needed adjustments, particularly in addressing barriers to access and ensuring that expanded learning opportunities are responsive to the needs of all student groups.

Each action was categorized by implementation level as well as effectiveness:

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Goal 1 Action # and Title:

1.1 - Expanded Learning Opportunities Program (ELO-P): Implementation Level 4

1.2 - Professional Development: Implementation Level 5

1.3 - Highly Qualified Personnel: Implementation Level 5

1.4 - Academic Supports: Implementation Level 5

1.5 Professional Learning Communities and Data Review: Implementation Level 4

1.6 - Student Services: Implementation Level 4

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

No major material differences were reported between budgeted and actual expenditures.

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

Goal 1 Action # and Title:

1.1. Expanded Learning Opportunities Program (ELO-P)

SPARK After School Program (UPK-8):
Expanding our after-school programs was effective in engaging kids and families, as well as taking the financial burden off of families, as evidenced by the CHKS.

Summer School Program (K-8):
Offering our summer school programs was effective in engaging kids and families, as well as taking the financial burden off of families, as evidenced by the CHKS and summer school data.

ELOP Attendance Recovery:
Offering attendance recovery opportunities through our ELOP programs during summer school and other OUSD "breaks."

1.2 Professional Development

"Up Days" Professional Development and Coaching (OUSD):
Our Up Day offerings were effective as a targeted professional learning opportunity for staff, as evidenced by attendance rates and Up Day feedback forms.

Professional Development (CK Price) ELs:

Effective and continuous PD around ELs at CK Price was implemented during banking days at CK Price.

Professional Development from GCOE:
Effective PD from GCOE on providing "best instruction" practices implemented.

Professional Development and support from CCEE:
Administration at OUSD will be participating in a leadership development course

Math Curriculum Adoption Committee:
Stakeholders to participate in the Math Curriculum Adoption process with the pilot and recommendation scheduled for May 2027.

1.3 Highly Qualified Personnel

Employing and Retaining Qualified Certificated and Classified Staff (OUSD):
OUSD employs and retains qualified certified and classified staff through the collective bargaining agreement, PD, and district and site administrative support.

Addition of a CTE Coordinator (CK Price):
CK Price has hired an FTE 1.0 CTE coordinator to help with the new "college and career" wheel.

Addition of an English FTE 1.0 position (CK Price):
CK Price has hired an FTE 1.0 English teacher to address the goal of increasing our student literacy.

Addition of the Community School Initiative:
OUSD has hired a Community Schools Director to help guide our Community Schools grant implementation

Retaining Highly Qualified Adults: Certificated (OUSD):
OUSD employs and retains qualified certified and classified staff through the collective bargaining agreement, PD, and district and site administrative support.

1.4 Academic Supports

CA Math Frameworks Curriculum Adoption:
OUSD will support a math curriculum adoption process throughout the 2026/2027 school year through the adoption cycle for full implementation recommendations for the 2027/2028 school year.

Edmentum Credit Recovery Digital Coursework:

ELLevation for English Learner Supports and Tracking:

Linkit! Data Educational Technology Platform:
Change from the Illuminate/DNA data platform to Linkit!

Tutoring Services (CK Price):
Effective tutoring services were implemented and provided at CK Price, evidenced by gains in their CAASPP scores.

After-School Tutoring (All Sites at OUSD):
Effective tutoring services were implemented and provided.

Personal Finance Curriculum Course Use and Adoption:
OUSD will be in the second year of our Personal Finance Course and curriculum implementation and adoption cycle

CTE Pathway Expansion at OHS:
OUSD added two additional CTE pathways at OHS with medical and art

Dual Enrollment Expansion at NV:
OUSD to support and explore the opportunity to support students at NV in Dual Enrollment with Butte College.

Student "Life Skills" Course at NV:
NV will continue to develop the criteria for the implementation of a studnet "life skills" course to be offered to students at NV.

Dual Immersion expansion into the Social Sciences at OHS:
OUSD will review options for providing expanded services to support our Dual Immersion students articulating into OHS for expanded offerings.

1.5 Professional Learning Communities and Data Review

Collaboration and Improved Instruction through PLCs (OUSD):
OUSD has invested resources in the development of our PLC practices districtwide. We are currently in the partial implementation of our learning and professional practice.

Data-driven Small Group Instruction (OUSD):
Effective and continued implementation of small group instruction provided at Up Days and by our GCOE and CCCEE partners

Updating Pacing Guides and Assessments (OUSD):

Pacing guide updating for equity is a continuous work in progress, responding to the ever-changing requirements and expectations.

1.6 Student Services

Supporting Foster Youth and Homeless (OUSD):
OUSD has an effective district-wide Foster Youth and Homeless support through site and district liaisons as measured by engagement within that population/subgroup.

CA Serves Grant - Seal of Civic Engagement Grant (OHS):
OUSD has secured the Seal of Civic Engagement Grant and will run through the 2027/2028 school year.

College and Career Guidance Initiative:
OUSD will be working with the CCGI department to provide GGCI to all OHS students by 2026/2027

Active Education SEL and Physical Programming for Students at MS, FV, and CK Price:
OUSD will continue to provide and expand our offerings for Active Education as a structured program designed for children that blends physical activity with Social Emotional Learning (SEL) and Positive Behavioral Intervention Supports (PBIS).

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.

OUSD will continue to support students for growth in metics 1.1 - 1.6 by continuing to provide professional development, hiring and retaining highly-qualified caring adults, and continuing to spend today's dollars on today's kids.

To address the needs of OUSD 2026/2027, we have made the changes to the actions through the addition of the following items:

Professional Development from CCEE: Implementation Level 1
Administration at OUSD will be participating in a leadership development course

ELOP Attendance Recovery: Implementation Level 2
Offering attendance recovery opportunities through our ELOP programs during summer school and other OUSD "breaks."

Addition of a CTE Coordinator (CK Price): Implementation Level 3
CK Price has hired an FTE 1.0 CTE coordinator to help with the new "college and career" wheel.

Addition of the Community School Initiative: Implementation Level 1
OUSD has hired a Community Schools Director to help guide our Community Schools grant implementation

Addition of an English FTE 1.0 position (CK Price): Implementation Level 1
CK Price has hired an FTE 1.0 English teacher to address the goal of increasing our student literacy.

Edmentum Credit Recovery Digital Coursework: Implementation Level 2

ELLevation for English Learner Supports and Tracking: Implementation Level 2

Linkit! Data Educational Technology Platform: Implementation Level 2
Change from the Illuminate/DNA data platform to Linkit!

Math Curriculum Adoption Committee: Implementation Level 2
Stakeholders to participate in the Math Curriculum Adoption process with the pilot and recommendation scheduled for May 2027

Personal Finance Curriculum Course Use and Adoption: Implementation Level 2
OUSD will be in the second year of our Personal Finance Course and curriculum implementation and adoption cycle

CTE Pathway Expansion at OHS: Implementation Level 4
OUSD added two additional CTE pathways at OHS with medical and art

CA Serves Grant - Seal of Civic Engagement Grant (OHS): Implementation Level 3
OUSD has secured the Seal of Civic Engagement Grant and will run through the 2027/2028 school year.

College and Career Guidance Initiative: Implementation Level 2
OUSD will be working with the CCGI department to provide GGCI to all OHS students by 2026/2027

Active Education SEL and Physical Programming for Students at MS, FV, and CK Price: Implementation Level 4
OUSD will continue to provide and expand our offerings for Active Education as a structured program designed for children that blends physical activity with Social Emotional Learning (SEL) and Positive Behavioral Intervention Supports (PBIS).

Dual Enrollment Expansion at NV: Implementation Level 1
OUSD to support and explore the opportunity to support students at NV in Dual Enrollment with Butte College.

Student "Life Skills" Course at NV: Implementation Level 2
NV will continue to develop the criteria for the implementation of a studnet "life skills" course to be offered to students at NV.

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
1.22				
1.25	Expanded Learning Opportunities Program (ELO-P)	SPARK After School Program (UPK-8): Implementation Level 3 Expanding our after-school programs was effective in engaging kids and families, as well as taking the financial burden off of families, as evidenced by the CHKS Summer School Program (K-8): Implementation Level 3 Offering our summer school programs was effective in engaging kids and families, as well as taking the financial burden off of families, as evidenced by the CHKS and summer school data. Trojan Camp (OHS)		No
1.26	Professional Development	"Up Days" Professional Development and Coaching (OUSD) - In response to feedback from certificated staff, and educational partners, and a review of data, teachers and administrators will have the opportunity in ongoing PD, called "Up Days" to support improved instructional and pedagogical practices to address the needs of EL, H, Hm, SWD, SED, W for English Language Arts and Math at OUSD. Professional development on how to support Newcomers and Emergent Bilinguals with English language acquisition to address student group EL English Language Arts. Professional development on best instructional practices led by GCOE (TWIG Science, PLCs, early childhood literacy) "Building Thinking Classrooms" Math Team	$63,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
		"New Hire" Support Professional Development CABE Additional opportunities offered as they arise on an ongoing basis. Para Educator Online Training “Master Teacher” Training		
1.27	Highly Qualified Personnel	OUSD is dedicated to adding caring adults to help students demonstrate growth toward meeting or exceeding standards in all academic areas. Music FTE at FV and MS PE FTE at MS and FV TK/K Full Day CTE Teachers at OHS and CK Price Social Workers DIrectors of Educational Services and Student Services Vice Principals at CK Price and OHS Site Teams (example SSC) Academic Counselors Classified Aides Campus supervisors OUSD is dedicated to maintaining/retaining highly qualified adults to help students demonstrate growth toward meeting or exceeding standards in all academic areas. OUSD will employee and retain qualified certificated and classified staff to demonstrate growth toward meeting or exceeding standards in all academic areas.	$8,423,338.00	Yes
1.28	Academic Supports	OUSD is committed to closing the academic gap for students who are not achieving at grade-level through targeted academic supports:	$126,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Offering specific "Tutor Me Center" (TMC) times before and after school with bilingual supports to address student group EL, SED, H, W for English Language Arts or Math at OHS. Supplemental software and library supports is provided districtwide. GATE program offered districtwide Training and dedicated time to review student data and provide tutoring services based on the results. These tutoring services would target EL, H, SED, W, and SWD for the interventions for English Language Arts and Math at CK Price. After-school tutoring is available for all EL students (Title III). (OUSD) After-school tutoring available for all students (Title I). (MS, FV, CK Price, NV)		
1.29	Professional Learning Communities and Data Review	Collaboration and Improved Instruction through PLCs (OUSD) - Grade-level and content area teams will meet as professional learning communities (PLCs) to review and evaluate data. PLC "Refresher" at OHS Small group instruction using I-Ready data and implementation of Project Arise (via Emily Green: UP days staff meetings) to address student group SED, EL, SWD for English Language Arts at Fairview School. Updating Pacing Guides and Assessments (Teachers and Admin will review and update assessments and pacing guides for consistency and equity to address student group SED, EL, SWD for English Language Arts at Fairview School and CK Price.		No

Action #	Title	Description	Total Funds	Contributing
1.30	Student Services	Supporting Foster Youth and Homeless (OUSD) -Provide foster youth and the student homeless population with caring adults (liaison) and additional resources. Ie. Human resources and family services, clothing, school supplies, and shoes.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	OUSD will create a student-centered school environment where all students feel safe, included, and supported.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

OUSD has created a goal around a student-centered school environment where all students feel safe, included, and supported for several key reasons:

Meaningful Engagement: It's essential to engage educational partners, including students, in the LCAP development process. This ensures that the plan reflects the needs and priorities of the entire school community.

Strategic Planning: A student-centered culture and climate goal helps LEAs create comprehensive strategic plans that are focused on improving student outcomes. This aligns with the broader objectives of the LCAP, which are to set goals, plan actions, and leverage resources effectively.

Accountability and Compliance: By focusing on student-centered culture and climate, LEAs can meet state requirements for accountability and compliance, ensuring that they are fulfilling their obligations to students and stakeholders.

Improved Outcomes: Research has shown that when students are at the center of the learning environment, they are more engaged and perform better academically. A student-centered approach can lead to increased empowerment, better family-school partnerships, and long-term relationships with community organizations that support student learning and development.

Equity and Inclusion: Goals focused on student-centered culture and climate help to create safer, more inclusive, and culturally competent learning environments. This is particularly important for addressing the needs of marginalized groups and dismantling inequitable systems.

Reduced Chronic Absenteeism: Goals focused on student-centered culture and climate help create a learning environment that students want to be a part of, increasing attendance and reducing chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5: Chronic Absenteeism as measured as a percentage of total students who were chronically absent (Data located on the CA Dashboard)	20.0% (2023)	13.9% (2024)	12.6% (2025)	19%	7.4% decrease from baseline
2.2	Priority 5: School attendance rates as measured by ADA and recorded in OUSD student information system, Aeires. (Data pulled in May)	93.73% (2024)	95% (2025)	TBD (2026)	98.41%	
2.3	Priority 6: Student Suspension Rates as measured as a percentage of total students who were suspended at least one day (Data located on the CA Dashboard).	7.8% (2023)	8.5% (2024)	7.4% (2025)	7.41%	decrease of 0.4% from baseline
2.4	Priority 5: High School Expulsion Rates as measured as a percentage of total eligible students at OHS and North Valley who we expelled. (Data pulled in May)	2 of 777 or <1% (2024)	2 of 849 or <1% (2025)	TBD (2026)	Maintain 2% or Less	No change from baseline
2.5	Priority 2: Physical Fitness Test (PFT) as measured as a	5th: 88.3% 7th: 91.3% 9th: 94.9%	5th: 88.58% 7th: 90.16% 9th: 93.5%	5th: 7th: 9th:	5th: 92.7% 7th: 95.8% 9th: 99.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage of students in 5th, 7th, and 9th Dashboard who met or exceeded the standard (Data located on the CA Dashboard). Note: The 2019-20 Physical Fitness Exams were placed on hold due to the COVID-19 pandemic and schools are no longer required to report these data	(2023)	(2024)	TBD (2025)		
2.6	Priority 7: Programs and Services SPARK After-School Program as a percentage of total students who have access to our SPARK After-School Programing.	100% (2024)	100% (2025)	100% (2026)	Maintain 100%	No Change from baseline
2.7	Priority 7: Programs and Services for Student Nutrition as measured as a percentage of total students in the district who have access to student nutrition, meeting the guidelines of the USDA Healthy, Hunger-Free Kids Act and SB250.	100% of of students including unduplicated students and students with exceptional needs.	100%	100%	Maintain 100%	No Change from baseline
2.8	Priority 5: Graduation Rate as measured as a percentage of total eligible students who	88.6% (2023)	91.3% (2024)	95.4% (2025)	93.03%	6.8% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	graduated (Data located on the CA Dashboard).					
2.9	Priority 5: Middle school dropout rates as measured as a percentage of total eligible students at CK Price who dropped out. (Data pulled in May)	0% (2024)	0% (2025)	TBD (2026)	Maintain 2% or Less	
2.10	Priority 5: High school dropout rates as measured as a percentage of total eligible students at OHS and North Valley who did not graduate (Data located on the CA Dashboard pulled each May)	11.4% (2024)	5.6% (2025)	TBD (2026)	11.35%	
2.11	Priority 6: Response rate measured by percentage of students in 7th, 9th, 11th recoded and measured by California Healthy Kids Survey (CHKS) LEA Tool to Measure Student Culture and Climate (2023/2024).	7th-grade: 100% 9th-grade: 80% 11th-grade: 92% (2024)	7th-grade: 93% 9th-grade: 84% 11th-grade: 64% (2025)	7th-grade: 92% 9th-grade: 94% 11th-grade: 84% (2026)	7th-grade: Maintain or no less then 5% decline to 95% 9th-grade: 84% 11th-grade: 96.6%	7th-grade: decrease of 8% 9th-grade: increase of 14% 11th-grade: decrease of 12%
2.12	Priority 6: Percentage of students in 7th, 9th, and 11th grade that feel "at this school there is a teacher or some other adult who really cares about me" as measured	7th-grade: 43% 9th-grade: 58% 11th-grade: 54% (2024)	7th-grade: 52% 9th-grade: 50% 11th-grade: 56% (2025)	7th-grade: 67% 9th-grade: 52% 11th-grade: 56% (2026)	7th-grade: 45.15% 9th-grade: 60.90% 11th-grade: 56.70%	7th-grade: increase of 24% 9th-grade: decrease of 6% 11th-grade: decrease of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by reporting "very much true or pretty much true" measured by California Healthy Kids Survey (CHKS) LEA Tool to Measure Student Culture and Climate (2023/2024).					

Goal Analysis [2025-26]

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

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

OUSD implemented actions for LCAP, Goal 2: OUSD will create a student-centered school environment where all students feel safe, included, and supported.

Based on mid-year implementation data, Orland Joint Unified School District has made significant progress in implementing actions aligned to creating a student-centered school environment. The majority of actions under Goal 2 were implemented at Level 3 (full implementation), demonstrating strong systemwide commitment to improving school climate, student engagement, and social-emotional supports. Key successes include the expansion of social-emotional learning (SEL) through professional development, the provision of trauma-informed and CPI training for staff, and increased access to highly qualified adults, including the addition of counseling support. These efforts reflect a coordinated approach to building staff capacity and strengthening the systems that support positive student experiences.

Additionally, schools have taken meaningful steps to create supportive environments for students, such as developing designated spaces for social-emotional regulation and increasing opportunities to recognize and showcase student success. Student engagement efforts, including motivational speakers and positive reinforcement strategies, have also been widely implemented, contributing to a more positive and inclusive school climate.

Despite these successes, several implementation challenges and areas for refinement emerged. Some actions, such as “Building Better Relationships” and “Positive Reinforcement,” were implemented at Level 2, indicating partial implementation and the need for stronger consistency and clarity across sites. Feedback suggests a need to more intentionally align these efforts with structured frameworks such as restorative practices and to provide clearer guidance and training for staff.

In addition, while professional development opportunities were widely provided, there is an identified need to expand training to include all staff (e.g., new staff onboarding, classified staff, and instructional aides) and to ensure consistent application of strategies across school

sites. Mid-year input also highlights opportunities to strengthen supervision, expand access to SEL supports, and increase the effectiveness of behavior support systems through additional coaching and training.

Overall, implementation data indicate that the district has established a strong foundation for a student-centered school environment, with most actions fully operational. Moving forward, the district is focusing on adapting and refining implementation to improve consistency, deepen staff capacity, and ensure that school climate strategies are effectively meeting the needs of all students.

Each action was categorized by implementation level as well as effectiveness:

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Goal 2 Action # and Title:

2.1 - Student-Centered Professional Development (Level 4)
2.2 - Restorative Practices, SEL, and Building Relationships (Level 3)
2.3 - Positive Behavior Intervention Systems (Level 4)
2.4 - Showcasing Student Success (Level 5)

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

No material differences reported.

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

Goal 2 Action # and Title:

2.1 - Student-Centered Professional Development

Support Professional Development for Social and Emotional Learning. (OUSD):
OUSD supported PD for SEL effectively by offering during Up Days as well as spiral review during staff meetings and admin site-level trainings.

Community Engagement Initiative:

A team of community stakeholders is taking part in a problem of practice for OHS around student engagement

Community School Initiative:
OUSD has hired a Community Schools Director to help guide our Community Schools grant implementation

College and Career Guidance Initiative:
OUSD will train counselors and staff on how to support students with the CCGI initiative

2.2 - Restorative Practices, SEL, and Building Relationships

Building Better Relationships (OUSD):
OUSD will continue to focus on relationships with students at CK Price, continuing to motivate through PBIS and positive behaviors vs. suspensions.

ABEO Restorative Practices (CK Price):
CK Price teachers participating in a "Restorative Practices" coaching and implementation model from the third-party vendor, ABEO.

2.3 - Positive Behavior Intervention Systems (PBIS)

Induction "New Teacher Training:
New teachers are required to attend an OUSD-led induction program where they are trained in relationship-building expectations at OUSD.

Showcasing Student Success (OUSD):
OUSD's "Showcasing Student Success" was fully implemented and successful at reaching our target audience and community. All communication modalities were implemented.

Positive Reinforcement (CK Price):
OUSD will continue to focus on relationships with students at CK Price, continuing to motivate through PBIS and positive behaviors vs. suspensions.

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.

Enhancing student voice, refining SEL tools by age group, and improving CHKS survey participation methods through incentives. We will continue to work on building relationships district-wide through positive behavior intervention systems. One exciting addition will be the addition of the Community School Grant program for MS, FV, CK, and NV, and the Community Engagement Initiative for OHS. With these focused community resources, we will look to enhance the effectiveness of all of goal 2's actions 2.1 - 2.3

To address the needs of OUSD 2026/2027, we have made the changes to the actions through the addition of the following items:

Induction "New Teacher Training: Implementation Level 4
New teachers are required to attend an OUSD-led induction program where they are trained in relationship-building expectations at OUSD.

Community Engagement Initiative: Implementation Level 3.5
A team of community stakeholders is taking part in a problem of practice for OHS around student engagement

ABEO Restorative Practices (CK Price): Implementation Level 3
CK Price teachers participating in a "Restorative Practices" coaching and implementation model from the third-party vendor, ABEO.

Community School Initiative: Implementation Level 2
OUSD has hired a Community Schools Director to help guide our Community Schools grant implementation

College and Career Guidance Initiative: Implementation Level 2
OUSD will train counselors and staff on how to support students with the CCGI initiative

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	Student-Centered Professional Development	Provide training for employees to understand the stages of escalation to prevent further escalation. Provide a motivational speaker to focus on improving school culture and reducing apathy. Provide/offer any additional employee CPI Training and/or CPI Renewal Training. Provide/offer CPI (Crisis Prevention Institute) Training for/to SPED Instructional Aides to address the student group SWD for suspension rate at Mill Street School.		No

Action #	Title	Description	Total Funds	Contributing
		OUSD will Support Professional Development for Social and Emotional Learning during our "Up Days" as well as ongoing PD based as needed, to address EL, FY, H, Hm, SED, and SWD for suspension rate at OUSD.		
2.2	Restorative Practices, SEL, and Building Relationships	Restorative Circles from ABEO funded through the CA Restorative Practices Grant		
2.3	Positive Behavior Intervention Systems	OUSD to integrate to provide positive behavior reinforcement during class as well as during and after school to replace some suspensions. Design/Provide positive reinforcement cards to build better relationships from home to school will help with being proactive in reducing the number of suspendible incidents. Provide a calming space for students to help regulate and restore.		No
2.4	Showcasing Student Success (OUSD)	Showcasing student success and achievement through district communications, site communications, and OUSD board meetings. ie. Newsletters Social Media Student of the Month at OUSD Board Meetings Student Information System Communications (SIS) Aeires School Communications Co Curricular and Athletic stipends to support student clubs and teams	$249,530.00	Yes
2.14				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	OUSD will promote parent and family engagement through building relationships, educational partnerships, input, and transparent communication.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

OUSD has developed goals around parent engagement for several key reasons:

Boosting Academic Achievement: Engaging parents in the educational process is linked to improved academic outcomes for students. When parents are involved, students are more likely to enjoy learning, feel motivated, and achieve higher grades.

Shared Responsibility: ESSA (Every Student Succeeds Act) emphasizes the shared responsibility between schools, parents, and families in helping students reach high academic standards. Effective parent and family involvement can lead to faster literacy acquisition and better social skills, behavior, and academic achievement.

Improved School Performance: Research shows that partnerships between schools and families can improve students' grades, attendance, persistence, and motivation. This is true regardless of a family's race or income, making it a universal strategy for enhancing student success.

Building Capacity for Involvement: LEAs aim to build dual capacity for involvement, ensuring effective parent and family engagement. This includes fostering frequent and effective communication, and encouraging shared conversations among school staff, parents, and families, which results in higher school attendance rates and more parent and family participation.

Compliance with Legal Requirements: LEAs are often required by law to establish and implement a written parent and family engagement policy. This policy must be developed in consultation with parents and families of participating students, promoting collaboration and shared decision-making.

In summary, OUSD prioritizes parent engagement to promote shared educational responsibility, fulfill legal requirements, and ultimately enhance student learning experiences and outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Conditions and Climate for Parent and Family as measured through Full Implementation and Sustainable, Full Implementation, Partial Implementation, and Initial Implementation by the CA Dashboard (Items 1-12),	Full Implementation and Sustainable: #2, 4, 10 Full Implementation: #1, 9, 11 Partial Implementation: # Initial Implementation: #3, 5, 6, 7, 8, 12 (2023)	Full Implementation and Sustainable: #1,2,3,4 Full Implementation: #9,10,11 Partial Implementation: #12 Initial Implementation: #5,6,7,8 (2024)	Full Implementation and Sustainable: #1,2,4,10 Full Implementation: #3,5,6,7,8,9,11,12 Partial Implementation: # Initial Implementation: # (2025)	Maintain or Improve Full Implementation and Sustainable: #2, 4, 10 Full Implementation: #1, 9, 11 Partial Implementation: # Initial Implementation: #3, 5, 6, 7, 8, 12	Full Implementation and Sustainable: #1,2,3,4 Full Implementation: #9,10,11 Partial Implementation: #12 Initial Implementation: #5,6,7,8
3.2	Priority 3: Parent Volunteers cleared by the OUSD (Data collected by LEA (2023/2024). (April)	190 (2024)	233 (2025)	238 (2026)	199.5	Increase of 48 parents
3.3	Priority 3: Parent Engagement as measured as a percent of parents signed up to be contacted by our SIS called "Parent Contractibility" (Data found in Aeires Communications 2023/2024).	99%	99%	99%	Maintain or Improve 99%	No change from baseline
3.4	Priority 3: The total number of parents who took the California	302 of 1309 "Unique Families" or 23% of "Unique Families"	277 of 1351 "Unique Families"	338 of 1330 "Unique Families"	317.1 or 24.2%	Increase of 2.4% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Parent Survey (CSPS) across the district (2023/2024).	(2024)	or 20.5% of "Unique Families" (2025)	or 25.4% of Unique Families"		
3.5	Priority 3: Percentage of parents who responded "strongly agree or agree" to the question "School actively seeks the input of parents before making important decisions" as recorded from the LEA Tool California School Parent Survey (CSPS 2023/2024).	68% (2024)	67% (2025)	70% (2026)	71.4%	Increase of 2% from baseline
3.6	Priority 3: Percentage of parents who responded "strongly agree or agree" to the question "School encourages me to be an active partner with the school in educating my child" as recorded from the LEA Tool California School Parent Survey (CSPS 2023/2024).	86% (2024)	78% (2025)	84% (2026)	90.3%	Decrease of 2% from baseline
3.7	Priority 3: Number of parents who completed the LEA's Parent Survey from ELAC (2023/2024). (April)	32 (2024)	102 (2025)	32 (2026)	33.6	No change from baseline
3.8	Priority 3 and 4: Percentage of parents who responded with a "3 or higher" to the question	82% (2024)	78.4% (2025)	77.4% (2026)	86.1%	Decrease of 4.8% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"How helpful is your child's English Language Development program" as measured by the LEA's Parent Survey from ELAC (2023/2024).					
3.9	Priority 3: Percentage of parents who responded with a "3 or higher" to the question "How well do you understand the English Learner reclassification process?" as measured by the LEA's Parent Survey from ELAC (2023/2024).	50% (2024)	68.6% (2025)	58% (2026)	52.5%	Increase of 8% from baseline
3.10	Priority 3: Percentage for parents who responded on the question, "How well do you understand the 'Seal of Biliteracy' and how we support that goal at OUSD?" Data collected from parent survey(s) from Dual Immersion Informational Night (Local LEA data measure from 2023/2024) *Mill Street Survey	86.2% (2024)	91.4% (2025)	81.3% (2026)	90.51%	Decrease of 4.9% from baseline

Goal Analysis [2025-26]

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

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

OUSD implemented actions for LCAP, Goal 3: OUSD will promote parent and family engagement through building relationships, educational partnerships, input, and transparent communication.

Based on mid-year implementation data, the Orland Joint Unified School District has made strong progress in implementing actions designed to increase parent engagement and reduce barriers to participation. The majority of actions under Goal 3 were implemented at Level 3 (full implementation), indicating that key systems and strategies to engage families are in place across the district. These include efforts to increase participation in ELAC/DELAC meetings through the provision of childcare, food, and incentives, as well as consistent communication with families through multiple platforms, including social media and video messaging.

The district has also taken meaningful steps to reduce structural barriers to engagement, including exploring mobile Live Scan options to support parent volunteering and expanding opportunities for families to participate in district and site-level activities. Additionally, efforts to gather parent input through the California School Parent Survey (CSPS) have been fully implemented, supporting the district's ability to incorporate family voice into decision-making processes.

Despite these successes, mid-year feedback highlights several challenges and areas for refinement, particularly related to access and usability of systems for families. A significant barrier identified is the initial setup and navigation of the Aeries Parent Portal, which limits some families' ability to engage with student information and school communication. While training opportunities have been offered, feedback indicates a need for more targeted and ongoing support, including hands-on training sessions and technology assistance to build parent confidence and access.

Additionally, some actions related to parent education—such as supporting families in understanding assessment data (e.g., i-Ready, CAASPP, ELPAC)—are at lower levels of implementation, indicating that further development is needed to ensure families can meaningfully engage with student learning information.

Overall, the district has successfully established a strong foundation for parent engagement through the broad implementation of key strategies. Moving forward, the district is focused on adapting and strengthening these efforts by reducing technology barriers, expanding parent training opportunities, and increasing access to information that empowers families to actively support their students' academic progress.

Each action was categorized by implementation level as well as effectiveness:

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation

4 - Full Implementation
5 - Full Implementation and Sustainability

Goal 3 Action # and Title:

3.1 - Parent Engagement Activities and Communication: Implementation Level 3
3.2 - Parent Volunteers: Implementation Level 3
3.3 - Parent Input and Feedback: Implementation Level 2

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

No major material differences were reported between budgeted and actual expenditures.

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

Goal 3 Action # and Title:

3.1 - Parent Engagement Activities

Parent engagement activities and opportunities will be offered across the district
This action was effective as our SSC has involved parents in the decision-making process to review our site and district-level Parent Involvement Policies.

Incentivizing parent engagement: Increasing parent participation in ELAC/DELAC Meetings
The action was effective, as evidenced by the increase in parents responding and taking the ELAC/DELAC survey.

Incentivizing parent engagement: Increasing parent participation in Dual Immersion Meetings
This action has been effective and will be supported through the use of Title 1 funding to increase parent feedback and participation in our Dual Immersion program.

3.2 - Parent Volunteers

Reducing Barriers for Parent Volunteer Participation
The action was effective, as evidenced by the increase in Parent Volunteers cleared by the district with a sharp jump from the previous year(s).

3.3 - Parent Input, Feedback, and Communication

Gathering and Assessing Data: Reduce barriers to increase the number of parents who take the California School Parent Survey (CSPS) at each site at OUSD: Implementation Level 2
OUSD is implementing this process and has room for growth. Parent participation in the CSPS is step 1, and then analysing this data at SSCs and district-level admin meetings is the next step in the implementation process.

Gathering and Assessing Data: Reduce barriers to increase the number of parents who take the ELAC/DELAC survey at each site at OUSD: Implementation Level 2

Increasing or maintaining communication with parents/guardians
OUSD has been effective in using multiple modalities to engage with the community at the district and site level.

Community School Grant Initiative
OUSD has secured grant funding to engage parents and the community through the Community Schools Grant

Community Engagement Initiative
OUSD has secured grant funding to engage parents and the community through the Community Engagement Initiative for OHS

CAASPP and ELPAC Score Reporting through Aeires (SIS)

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.

One exciting change is the addition of the Community Schools Grant Director for MS, FV, CK, and NV, and the continued work with the Community Engagement Initiative for OHS. These grants will come with significant resources that we will allocate to addressing LCAP Goal 3.

To address the needs of OUSD 2026/2027, we have made the changes to the actions through the addition of the following items:

Community School Grant Initiative: Implementation Level 2
OUSD has secured grant funding to engage parents and the community through the Community Schools Grant

Community Engagement Initiative: Implementation Level 3.5
OUSD has secured grant funding to engage parents and the community through the Community Engagement Initiative for OHS

CAASPP and ELPAC Score Reporting through Aeires (SIS): Implementation Level 3

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	Parent engagement activities and opportunities will be offered across the district.	OUSD will offer multiple opportunities for parents/guardians to engage with the school, Including, but not limited to, "Open House," "Back to School Night," "Title 1 Parent Night," SSC, and ELAC/DELAC meetings. Increasing parent participation in ELAC/DELAC Meetings: OUSD will reduce barriers and increase parent participation n ELAC/DELAC through timely communication, meeting dates and times, student and parent celebrations, and responding to parent surveys. OUSD will communicate with parents through multiple modalities: Aeires communication, social media, "hard copies", marquee displays, in-person, "Coffee with the Principal", ELAC/DELAC, SSC, and other additional opportunities. Increased/maintained parent communication will increase/maintain parent engagement which will lead to improved outcomes for kids.	$19,900.00	Yes
3.2	Parent Volunteer Participation: Incentivizing parent engagement and Reducing Barriers	OUSD will reducing barriers for parent volunteer participation through streamlining the clearance process, reducing the monetary cost, tabling at events, and tracking how many parents are volunteering districtwide.		
3.3	Gathering and Assessing Data: Reduce barriers to increase the number of parents who take surveys and provide	OUSD will reduce barriers to increase the number of parents who take the California School Parent Survey (CSPS), ELAC/DELAC survey and other parent data collections at each site at OUSD by increasing opportunities, clear communication, and offering multiple modalities for administration of the survey.		

Action #	Title	Description	Total Funds	Contributing
	the district with authentic feedback.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	OUSD will maintain or improve all additional local control state priorities and compliance items.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

OUSD has created a goal around maintaining or improving all additional local control state priorities and compliance items for the following reasons:

Strategic Planning: Goals are informed by an LEA's progress on the Local Control Funding Formula (LCFF) priorities, local context, and needs. This strategic planning ensures that resources are allocated effectively to support actions that improve services for students, particularly those who are low-income, foster youth, and English learners.

Meaningful Engagement: The process of developing goals involves meaningful engagement with educational partners, which helps to ensure that the goals reflect the community's educational values and priorities.

Accountability: Goals provide a framework for accountability, allowing LEAs to demonstrate compliance with legal requirements and to show how they are increasing or improving services in proportion to the additional funding generated by unduplicated pupils.

Comprehensive Approach: Writing goals around state priorities encourages a comprehensive approach to addressing the needs of all students, ensuring that each child has the opportunity to succeed academically.

Continuous Improvement: Goals are part of a continuous improvement process, where LEAs regularly evaluate their effectiveness and make adjustments based on outcome data and feedback from stakeholders.

In essence, these goals serve as a roadmap for OUSD to ensure that they are meeting state priorities, engaging with the community, and fulfilling their commitment to providing high-quality education to all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 1: Access to Instructional Materials (Williams Act) as measured as a percentage of students who have access to required instructional materials (Data recorded in SARC).	100% (2024)	100% (2025)	100% (2026)	Maintain 100% of students with access to required instructional materials (Williams Act).	No change from baseline
4.2	Priority 1: High Quality Credentialed Teachers as measured as a percentage of teachers appropriately credentialed and no mis-assignments (Data recorded in SARC).	100% (2023)	100% (2024)	100% (2025)	Maintain 100% of teachers appropriately credentialed and no mis-assignments.	No Change from Baseline
4.3	Priority 1: Facilities as measured as a percentage and rating for each site throughout OUSD and recorded in the FIT Report.	FIT Report (2024) Mill Street: Good 94.65% Fairview: Good 93.97% CK Price: Good 92.28% Orland High School: Good 95.16% North Valley: Good 97.40%	FIT Report (2025) Mill Street: Good 95.08% Fairview: Good 93.73% CK Price: Good 92.69% Orland High School: Good 95.51% North Valley: Good 96.74%	FIT Report (2026) Mill Street: 97.02 Fairview: 96.82 CK Price: 95.72 Orland High School: 96.51 North Valley: 97.73	Maintain Good Status with no percentage below 90%	FIT Report Mill Street: increased 2.37% Fairview: increase 2.85% CK Price: increased 3.44% OHS: increased1.35% North Valley: increased .33%

Goal Analysis [2025-26]

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

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

OUSD implemented 4 actions for LCAP, Goal 4: OUSD will maintain or improve all additional local control state priorities and compliance items.

Each action was categorized by implementation level as well as effectiveness:

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Goal 4 Action # and Title:

4.1 - Ongoing/major facilities needs: Implementation 5

4.2 - ELOP facilities expansion project: Implementation 3.5

4.3 - Ongoing technology needs: Implementation 4

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.

None reported.

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

Goal 4 Action # and Title

4.1 - Ongoing/major facilities needs

OUSD maintains a rating of "Good or Excellent" at all sites across the district, at OUSD and maintains a FIT report score for all 5 sites of over 95%.

4.2 - UPK/TK facilities expansion project

OUSD has been effective in working with CORE Construction and our governing board to continue work on our UPK/TK facilities expansion. The project has been completed.

4.3 - ELOP facilities expansion project

OUSD has been effective in working with CORE Construction and our governing board to continue work on our ELOP expansion. Fairview is on target for completion of the project during the 2026/2027 school year.

4.4 - Ongoing technology needs

OUSD has been effective in upgrading all our technology systems around the district (Chromebooks, etc.)

OUSD has identified a need for replacement or addition of projectors or additional upgraded technology, "smart boards."

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.

Ongoing investment in UPK, ELOP facility expansion, and technology infrastructure. Although these are major changes to the campuses and will have an immediate impact on LCAP goals 1-3, no major changes to the plans have been recorded.

To address the needs of OUSD 2026/2027, we have made the changes to the actions through the addition of the following items:

OUSD to maintain a rating of "Good or Excellent" at all sites across the district, at OUSD and maintains a FIT report score for all 5 sites of over 95%.

OUSD has been effective in working with CORE Construction and our governing board to continue work on our ELOP expansion. Fairview is on target for completion of the project during the 2026/2027 school year.

OUSD has identified a need for replacement or addition of projectors or additional upgraded technology, "smart boards."

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	Ongoing/major facilities needs.	The District will continue to commit funds for ongoing major maintenance needs. The District is committed to facility improvements, modernization, and new construction to meet the needs of our growing population and upgrades to optimize 21st-century learning environments for our students.	$286,334.00	Yes
4.3	ELOP facilities expansion project.	To accommodate the Expanded Learning Opportunities Program and increased enrollment of our SPARK program, additional classroom will be built on the Fairview Campus and field expansion will occur in the 26/27 year.		
4.4	Ongoing technology needs.	OUSD will continue to commit funds for ongoing technology needs.	$748,729.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students at North Valley will demonstrate growth toward meeting or exceeding standards in all academic areas through improved attendance and graduation rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

OUSD Local Educational Agencies (LEAs) has prioritized developing the goal of "All students will demonstrate growth towards meeting or exceeding standards in all academic areas" due to several important reasons:
**Emphasis on Rigorous Standards: The Every Student Succeeds Act (ESSA) underscores the importance of rigorous academic standards and equal access to college- and career-ready education programs for all students by setting high academic achievement as a goal, LEAs align with this emphasis on excellence.

**Equity and Opportunity: LEAs recognize that every student deserves an equitable opportunity to succeed academically. By focusing on high achievement, they aim to bridge gaps and ensure that all students, regardless of their backgrounds, have access to quality education.

**Student Success: High academic achievement directly correlates with student success. LEAs understand that well-prepared students are more likely to thrive in higher education, careers, and life beyond school. Therefore, setting this goal is essential for fostering student growth and future accomplishments.

**Accountability and Improvement: Developing a goal around high academic achievement holds LEAs accountable for student outcomes. It encourages continuous improvement by monitoring progress, identifying areas for enhancement, and implementing effective strategies to boost achievement levels.

In summary, OUSSD prioritizes high academic achievement for all students because it aligns with educational standards, promotes equity, supports student success, and drives accountability for continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5: Graduation Rate as measured as a percentage of total eligible students who graduated (Data located on the CA Dashboard).	91.4% (2023)	75% (2024)	88.9% (2025)	Maintain 90% or improve.	decreased 2.5% from baseline
5.2	Priority 7: College/Career Readiness as measured by percentage and reported on the California Dashboard (2022/2023).	2.9% (2023)	0% (2024)	3.7% (2025)	3.04%	Increased 0.8% from baseline
5.3	Priority 7: College/Career Readiness for Socio-economically Disadvantaged as measured by percentage and reported on the California Dashboard (2022/2023).	3.0% (2023)	0% (2024)	0% (2025)	3.15%	decreased 3% from baseline

Goal Analysis [2025-26]

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

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

OUSD implemented actions for LCAP, Goal 5: All students at North Valley will demonstrate growth toward meeting or exceeding standards in all academic areas through improved attendance and graduation rates.

Based on mid-year implementation data, Orland Joint Unified School District has made strong progress in implementing actions 1 and 2, the hiring of a full-time FTE to support our EL population. In addition, we have had some success with increasing parent engagement through additional parent engagement events, such as a tamales-making cultural event.
Challenges we faced were around expanding our CTE exploration opportunities to align with the high school. We will look to further develop this collaboration and expansion.

Each action was categorized by implementation level as well as effectiveness:

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Goal 5 Action # and Title:

5.1 - Addition of a Certificated Teacher (North Valley): Implementation Level 5
5.2 - Certificated site ELD coordinator (North Valley): Implementation Level 5
5.3 - Student Lead Parent Engagement Event (North Valley): Implementation Level 3
5.4 - College and Career Guest Speakers (North Valley): Implementation Level 4
5.5 - College and Career Exploration (North Valley): Implementation Level 3

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.

None Reported

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

Goal 5 Action # and Title

5.1 - Addition of a Certificated Teacher (North Valley)
North Valley's goal to add an additional certificated teacher was effective in providing additional support to students. This did not reflect in the metrics, such as graduation rates.

5.2 - Certificated site ELD coordinator (North Valley).
North Valley's goal to add an ELD coordinator was effective in providing additional support to students in English Language Development. This did not reflect in the metrics, such as graduation rates.

5.3 - Student Lead Parent Engagement Event (North Valley).
North Valley participated in a student-led parent engagement event and was effective in engaging parents.

5.4 - College and Career Guest Speakers (North Valley).
North Valley hosted guest speakers who were there to promote college and career.

5.5 - College and Career Exploration (North Valley).
North Valley took students on field trips to explore college and career opportunities.

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.

To address the needs of OUSD 2026/2027, we have made the changes to the actions through the addition of the following items:

North Valley Project-Based Lessons are being funded through Title monies reflected in the SPSA.

Alignment with the Community School Grant,

"Life Skills" course offerings are run by our counseling team to help students with college and career readiness and to help increase ADA.

Opportunities for students to be Dually Enrolled in Butte College through their "Autoshop 101" course

Continuation of a deeper integration of college/career systems.

Intensive ELD and academic intervention alignment with Title 3 funding for before or after-school intervention.

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
5.1	Addition of a Certificated Teacher (North Valley)	OUSD will hire an additional certificated teacher to support growth toward meeting or exceeding standards in all academic areas through improved attendance and graduation rates at North Valley.	$67,834.00	Yes
5.2	Certificated site ELD coordinator (North Valley).	The additional certificated teacher listed in 5.1 will also be used to support growth with our English learners through English Language Development (ELD) targeting and meeting the need of LTELs at North Valley.		

Action #	Title	Description	Total Funds	Contributing
5.3	Student Lead Parent Engagement Events (North Valley).	North Valley will host multiple opportunities for student lead parent engagement nights where students help prepare and run each engagement.		
5.4	College and Career Guest Speakers (North Valley).	North Valley will promote College and Career Readiness by hosting monthly guest speakers to share their experiences and help advise students on college and career readiness to address SED for college and career readiness at North Valley.		
5.5	College and Career Exploration (North Valley).	North Valley will take 3 college trips per year to Butte College.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,791,408	$1,121206

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
39.685%	0.000%	$0.00	39.685%

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
1.25	**Action:** Expanded Learning Opportunities Program (ELO-P) **Need:** Improved academics, physical fitness, and social and emotional learning. **Scope:**	OUSD is below the state average in ELA and math.	Priority 4: Academic Performance in all academic areas as a percentage of students who met or exceeded the standard as measured by CAASPP. or increased performance in any other metric listed in the goals.

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
1.26	**Action:** Professional Development **Need:** Certificated teachers, classified staff, and educational partners professional development. **Scope:** LEA-wide	These professional development opportunities address the needs of unduplicated pupils in all aspects of measurable outcomes.	Pre and post staff-surveys as well as academic performance for English Language Arts and math as a percentage of students who met or exceeded standard as measured by CAASPP as well as all other academic fields.
1.27	**Action:** Highly Qualified Personnel **Need:** OUSD is dedicated to adding caring adults to help students demonstrate growth toward meeting or exceeding standards in all academic areas. **Scope:** LEA-wide	With the addition of certificated and classified staff members in key areas of support, this action will support the commitment to growth toward meeting or exceeding standards in all academic areas.	1.1-1.16
1.28	**Action:** Academic Supports **Need:** OUSD has identified the need to improve overall English Language Arts and math across all grade levels for all eligible students. **Scope:**	With additional interventions after-school, language acquisition and math acquisition will improve. Increased opportunities to receive academic supports outside of the school day has proved to be an effective intervention for student achievement. With additional interventions after-school specifically targeting our English Learners and	1.1, 1.2, 1.3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	immigrant students, language acquisition and math acquisition will improve.	
1.29	**Action:** Professional Learning Communities and Data Review **Need:** Dedicated PLC time for grade level and content area teams to meet and plan through data. **Scope:**	Data review and planning is effective way to develop instructional practices and time is one of the greatest barriers to doing this. When teaching and best practices are alinged with a thoughful pacing and equitable assessments, student outcomes will improve.	Priority 4: Academic Performance for English Language Arts as a percentage of students who met or exceeded standard as measured by CAASPP as well as in other content areas. 1.1, 1.2, 1.3
2.1	**Action:** Student-Centered Professional Development **Need:** Provide training for employees to understand the stages of escalation to prevent further escalation. **Scope:**	When staff and stakeholders understand the stage of escalation and are trauma informed, they can be proactive in reducing the amount of suspendible offenses.	2.3
2.3	**Action:** Positive Behavior Intervention Systems **Need:** Provide behavior reinforcement classes during and after school to replace some suspensions. **Scope:**	When staff and stakeholders are providing positive behavior reinforcement classes, this will be a proactive approach to reducing the amount of suspendible offenses. Design/Provide positive reinforcement cards to build better relationships from home to school will help with being proactive in reducing the number of suspendible incidents.	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Showcasing Student Success (OUSD) **Need:** Increase student ADA, school connectedness, and academic achievement. **Scope:** LEA-wide	This action will increase school connectedness and will address the need to reduce chronic absenteeism.	Chronic absenteeism (as recorded on the CA Dashboard) and CHKS.
3.1	**Action:** Parent engagement activities and opportunities will be offered across the district. **Need:** OUSD will increase or maintain opportunities for parent engagement. **Scope:** LEA-wide	Increased/maintained parent/guardian opportunities for engagement will lead to improved outcomes for kids.	Priority 3A
3.2	**Action:** Parent Volunteer Participation: Incentivizing parent engagement and Reducing Barriers **Need:** Reducing the barriers of for a parent to be cleared to volunteer. **Scope:**	It will increase parent engagement.	Goal 3.1, 3.2, 3.3
3.3	**Action:** Gathering and Assessing Data: Reduce barriers to increase the number of parents who	OUSD knows that student outcomes increase when parents are more involved and feel "School	Metric 3.1, 3.6, 3.7, 3.8

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
	take surveys and provide the district with authentic feedback. **Need:** OUSD would like to increase parent participation in the CSPS so that the district can improve through parent feedback and increased parent involvement. **Scope:**	encourages me to be an active partner with the school in educating my child".	
4.1	**Action:** Ongoing/major facilities needs. **Need:** The District is committed to facility improvements, modernization, and new construction to meet the needs of our growing population and upgrades to optimize 21st-century learning environments for our students. **Scope:** LEA-wide	Facility improvements, modernization, and new construction to meet the needs of our growing population in Orland.	4.3
4.3	**Action:** ELOP facilities expansion project. **Need:** Our after school program (SPARK) is in need of a facility to serve our students, staff, and parents who participate in the after-school program.	Currently all after-school programing uses multi-use facilities with no designated space to support students, staff, and parents.	Grant project, funding measures, and structures being built.

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
	Scope:		
4.4	**Action:** Ongoing technology needs. **Need:** Technology: OUSD will provide one-to-one Chromebooks and a wide array of technology to meet the needs of students and staff. Translation applications as appropriate. **Scope:** LEA-wide	Funding and upgrading technology systematically, this will ensure that all technology needs are being met.	4.1
5.1	**Action:** Addition of a Certificated Teacher (North Valley) **Need:** Growth toward meeting or exceeding standards in all academic areas through improved attendance and graduation rates. **Scope:** Schoolwide	Adding an additional certificated teacher will decrease the ratio of students served per adult and allow for further support with our unduplicated population to help them improve across the metrics 1-3 in Goal 5.	Graduation Rate and College and Career Readiness.
5.3	**Action:** Student Lead Parent Engagement Events (North Valley). **Need:** OUSD and North Valley would like to increase the engagement between parents, students, and the school.	OUSD and North Valley know that the more engaged parents are with the school the better outcomes for students. This will further support our unduplicated population to help them improve across the metrics 1-3 in Goal 5.	3.1 and 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
5.4	**Action:** College and Career Guest Speakers (North Valley). **Need:** NV students to improve students' college and career readiness. **Scope:**	When guest speakers with real-world college and career advice it will have a positive outcome and effect on student engagement which will in turn further support our unduplicated population to help them improve across the metrics 1-3 in Goal 5.	5.2
5.5	**Action:** College and Career Exploration (North Valley). **Need:** NV students to improve students' college and career readiness. **Scope:**	With exposure to colleges it will help NV students become more college and career ready and will further support our unduplicated population to help them improve across the metrics 1-3 in Goal 5. .	5.2

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
1.26	**Action:** Professional Development		1.1 - 1.18

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: **Scope:**		
1.30	**Action:** Student Services **Need:** Providing basic needs and resources to students and families that do not have equitable access to them. **Scope:**	These action will connect families and students with the resources they need.	Chronic absenteeism of this subgroup.
5.2	**Action:** Certificated site ELD coordinator (North Valley). **Need:** English Language Development **Scope:**	To meet the needs of our English learners and development of language acquisition	Reclassification (No data available on 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.

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.

As a district, OUSD has a student population with over 55% consisting of foster youth, English Learners (ELs), and low-income students across school sites. The additional concentration funding has been used to prioritize providing essential resources and support to students and families who lack equitable access. Fairview has identified a need to improve English Language Arts (ELA) and math proficiency for English Learners across all grade levels. To address this, we plan to offer professional development for teachers and staff, focusing on strategies to support newcomer emergent bilinguals in language acquisition and academic success, particularly in ELA, Math, and English Language Development (ELD). Similarly, CK Price has recognized the need to enhance ELA, math, and overall ELD skills for English Learners at all grade levels. We are also working to increase parent engagement by encouraging participation in ELAC/DELAC meetings. Additionally, the site will have a certificated ELD coordinator at North Valley. These services will be implemented district-wide and will directly impact students at all school sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1-14.88
Staff-to-student ratio of certificated staff providing direct services to students		1-14.88

2026-27 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	24,672,806	9,791,408	39.685%	0.000%	39.685%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,918,078.00	$67,834.00	$0.00	$0.00	$9,985,912.00	$8,830,949.00	$1,154,963.00

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	1.25	Expanded Learning Opportunities Program (ELO-P)	All	No			All Schools Specific Schools: Mill Street School, Fairview Elementary School, C.K. Price Intermediate School,Mill Street School, Fairview Elementary School, C.K. Price Intermediate School (SPARK and Summer Program), Trojan Camp (OHS) TK-12	Annually								
1	1.26	Professional Development		Yes	LEA-wide		All Schools	Annually	$63,590.00	$0.00	$63,590.00				$63,590.00	
1	1.27	Highly Qualified Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,423,338.00	$0.00	$8,423,338.00				$8,423,338.00	
1	1.28	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$26,657.00	$100,000.00	$126,657.00				$126,657.00	
1	1.29	Professional Learning Communities and Data Review	All	No			All Schools									

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	1.30	Student Services	Foster Youth FYH	No		Foster Youth	All Schools TK-12									
2	2.1	Student-Centered Professional Development	All	No			All Schools									
2	2.2	Restorative Practices, SEL, and Building Relationships					Specific Schools: CK Price 6-8									
2	2.3	Positive Behavior Intervention Systems	EL, FOSTER YOUTH, LOW INCOME	No			All Schools									
2	2.4	Showcasing Student Success (OUSD)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	UPK-12		$249,530.00	$0.00	$249,530.00				$249,530.00	
3	3.1	Parent engagement activities and opportunities will be offered across the district.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$19,900.00	$19,900.00				$19,900.00	
3	3.2	Parent Volunteer Participation: Incentivizing parent engagement and Reducing Barriers					All Schools UPK-12									
3	3.3	Gathering and Assessing Data: Reduce barriers to increase the number of parents who take surveys and provide the district with authentic feedback.					UPK-12									
4	4.1	Ongoing/major facilities needs.		Yes	LEA-wide		UPK-12		$0.00	$286,334.00	$286,334.00				$286,334.00	
4	4.2						Specific Schools: Mill Street School UPK-TK									
4	4.3	ELOP facilities expansion project.	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mill Street School and Fairview ElementaryMill Street School and Fairview UPK-									

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
							5UPK-5									
4	4.4	Ongoing technology needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$748,729.00	$748,729.00				$748,729.00	
4	4.5						UPK-12UPK-12									
5	5.1	Addition of a Certificated Teacher (North Valley)		Yes	Schoolwide		Specific Schools: North Valley 9-12		$67,834.00	$0.00		$67,834.00			$67,834.00	
5	5.2	Certificated site ELD coordinator (North Valley).	English Learners			English Learners	Specific Schools: North Valley 9-12									
5	5.3	Student Lead Parent Engagement Events (North Valley).					Specific Schools: North Valley 9-12									
5	5.4	College and Career Guest Speakers (North Valley).	English Learners Low Income			English Learners Low Income	Specific Schools: North Valley 9-12									
5	5.5	College and Career Exploration (North Valley).					Specific Schools: North Valley 9-12									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
24,672,806	9,791,408	39.685%	0.000%	39.685%	$9,918,078.00	0.000%	40.198 %	**Total:**	$9,918,078.00
								LEA-wide Total:	$9,918,078.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	**1.25**	Expanded Learning Opportunities Program (ELO-P)				Specific Schools: Mill Street School, Fairview Elementary School, C.K. Price Intermediate School,		
1	**1.26**	Professional Development	Yes	LEA-wide		All Schools	$63,590.00	
1	**1.27**	Highly Qualified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,423,338.00	
1	**1.28**	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$126,657.00	
1	**1.29**	Professional Learning Communities and Data Review				All Schools		
1	**1.30**	Student Services			Foster Youth	All Schools TK-12		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Student-Centered Professional Development				All Schools		
2	2.2	Restorative Practices, SEL, and Building Relationships				Specific Schools: CK Price 6-8		
2	2.3	Positive Behavior Intervention Systems				All Schools		
2	2.4	Showcasing Student Success (OUSD)	Yes	LEA-wide	English Learners Foster Youth Low Income	UPK-12	$249,530.00	
3	3.1	Parent engagement activities and opportunities will be offered across the district.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,900.00	
3	3.2	Parent Volunteer Participation: Incentivizing parent engagement and Reducing Barriers				All Schools UPK-12		
3	3.3	Gathering and Assessing Data: Reduce barriers to increase the number of parents who take surveys and provide the district with authentic feedback.				UPK-12		
4	4.1	Ongoing/major facilities needs.	Yes	LEA-wide		UPK-12	$286,334.00	
4	4.2					Specific Schools: Mill Street School UPK-TK		
4	4.3	ELOP facilities expansion project.			English Learners Foster Youth Low Income	Specific Schools: Mill Street School and Fairview Elementary UPK-5		
4	4.4	Ongoing technology needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$748,729.00	
4	4.5					UPK-12		

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 (%)
5	**5.1**	Addition of a Certificated Teacher (North Valley)	Yes	Schoolwide		Specific Schools: North Valley 9-12		
5	**5.2**	Certificated site ELD coordinator (North Valley).			English Learners	Specific Schools: North Valley 9-12		
5	**5.3**	Student Lead Parent Engagement Events (North Valley).				Specific Schools: North Valley 9-12		
5	**5.4**	College and Career Guest Speakers (North Valley).			English Learners Low Income	Specific Schools: North Valley 9-12		
5	**5.5**	College and Career Exploration (North Valley).				Specific Schools: North Valley 9-12		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,506,462.00	$13,548,653.00

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**	SPARK After School Program (UPK-8)	No	$1,522,687.00	1,883,102
1	**1.2**	Summer School Program (K-8)	No	$275,000.00	275,000
1	**1.3**	"Up Days" Professional Development and Coaching (OUSD)	Yes	$37,000.00	68,408
1	**1.4**	Collaboration and Improved Instruction through PLCs (OUSD)	No		
1	**1.5**	Employing and retaining Qualified Certificated and Classified Staff (OUSD)	Yes	$9,695,255.00	9,234,821
1	**1.6**	Supporting Foster Youth and Homeless (OUSD)	No	$17,000.00	14,567
1	**1.7**	Professional Development (Fairview)	Yes	$20,000.00	1000
1	**1.8**	Data-driven Small Group Instruction (Fairview)	No		
1	**1.9**	Updating Pacing Guides and Assessments (Fairview)	No		
1	**1.10**	After-School Tutoring (Fairview)	No	$5,000.00	1,755
1	**1.11**	After-School Tutoring (Fairview)	No	$5,000.00	

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	1.12	Professional Development (CK Price)	Yes	$10,000.00	
1	1.13	Professional Development (CK Price)	No Yes	$10,000.00	
1	1.14	Tutoring Services (CK Price)	Yes	$5,000.00	
1	1.15	Additional Classroom Supports (CK Price)	No Yes	$30,000.00	30,000
1	1.16	Updating Pacing Guides and Assessments (CK Price)	Yes		
1	1.17	Professional Development (OHS)	Yes	$10,000.00	
1	1.18	Professional Development (OHS)	Yes	$10,000.00	4028
1	1.19	PLC "Refresher" (OHS)	Yes		
1	1.20	"Tutor Me" Center (OHS)	Yes	$5,000.00	5000
1	1.21	After-School Tutoring (CK Price)	No Yes	$5,000.00	
1	1.22	Adding Highly Qualified Adults: Certificated (OUSD)	Yes	$500,000.00	500,000

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	**1.23**	Adding Highly Qualified Adults: Classified (OUSD)	Yes	$150,000.00	150,000
2	**2.1**	Showcasing Student Success (OUSD)	Yes		125000
2	**2.2**	Support Professional Development for Social and Emotional Learning. (OUSD)	Yes	$43,520.00	43,520
2	**2.3**	Adding Highly Qualified Adults (OUSD)	Yes		
2	**2.4**	Provide CPI Training (Mill Street School)	Yes		1596
2	**2.5**	Provide CPI Training (Mill Street School)	Yes		
2	**2.6**	Provide Trauma Informed Training (Mill Street School)	Yes		
2	**2.7**	Provide SEL Training (Mill Street School)	Yes		
2	**2.8**	Create a space for Social and Emotional Regulation (CK Price)	Yes		
2	**2.9**	Building Better Relationships (CK Price)	Yes		
2	**2.10**	Motivational Speakers (CK Price)	Yes		
2	**2.11**	Provide Trauma-Informed Training (CK Price)	Yes		
2	**2.12**	Positive Reinforcement (CK Price)	Yes		

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	3.1	Incentivizing parent engagement: Reducing Barriers for Parent Volunteer Participation.	Yes		
3	3.2	Incentivizing parent engagement: Increasing parent participating in ELAC/DELAC Meetings	No	$20,000.00	
3	3.3	Gathering and Assessing Data: Reduce barriers to increase the number of parents who take the California School Parent Survey (CSPS) at each site at OUSD.	Yes		
3	3.4	Increasing or maintaining communication with parents/guardians.	Yes	$15,000.00	15,000
3	3.5	Parent engagement activities and opportunities will be offered across the district.	Yes	$6,000.00	6,000
4	4.1	Ongoing/major facilities needs.	Yes		
4	4.2	UPK/TK facilities expansion project.	Yes		
4	4.3	ELOP facilities expansion project.	Yes		
4	4.4	Ongoing technology needs.	Yes	$50,000.00	1,129,856
5	5.1	retention of a Certificated Teacher (North Valley)	No	$60,000.00	60,000
5	5.2	Certificated site ELD coordinator (North Valley).	No Yes		
5	5.3	Student Lead Parent Engagement Event (North Valley).	Yes		

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)
5	**5.4**	College and Career Guest Speakers (North Valley).	No Yes		
5	**5.5**	College and Career Exploration (North Valley).	Yes		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,381,046	$9,809,775.00	$10,364,677.00	($554,902.00)	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	**1.3**	"Up Days" Professional Development and Coaching (OUSD)	Yes				
1	**1.5**	Employing and retaining Qualified Certificated and Classified Staff (OUSD)	Yes	$9,695,255.00	9234821		
1	**1.7**	Professional Development (Fairview)	Yes				
1	**1.12**	Professional Development (CK Price)	Yes				
1	**1.13**	Professional Development (CK Price)	Yes				
1	**1.14**	Tutoring Services (CK Price)	Yes				
1	**1.15**	Additional Classroom Supports (CK Price)	Yes				
1	**1.16**	Updating Pacing Guides and Assessments (CK Price)	Yes				
1	**1.17**	Professional Development (OHS)	Yes				
1	**1.18**	Professional Development (OHS)	Yes				
1	**1.19**	PLC "Refresher" (OHS)	Yes				
1	**1.20**	"Tutor Me" Center (OHS)	Yes				

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	1.21	After-School Tutoring (CK Price)	Yes				
1	1.22	Adding Highly Qualified Adults: Certificated (OUSD)	Yes				
1	1.23	Adding Highly Qualified Adults: Classified (OUSD)	Yes				
2	2.1	Showcasing Student Success (OUSD)	Yes				
2	2.2	Support Professional Development for Social and Emotional Learning. (OUSD)	Yes	$43,520.00			
2	2.3	Adding Highly Qualified Adults (OUSD)	Yes				
2	2.4	Provide CPI Training (Mill Street School)	Yes				
2	2.5	Provide CPI Training (Mill Street School)	Yes				
2	2.6	Provide Trauma Informed Training (Mill Street School)	Yes				
2	2.7	Provide SEL Training (Mill Street School)	Yes				
2	2.8	Create a space for Social and Emotional Regulation (CK Price)	Yes				
2	2.9	Building Better Relationships (CK Price)	Yes				
2	2.10	Motivational Speakers (CK Price)	Yes				
2	2.11	Provide Trauma-Informed Training (CK Price)	Yes				
2	2.12	Positive Reinforcement (CK Price)	Yes				
3	3.1	Incentivizing parent engagement: Reducing Barriers for Parent Volunteer Participation.	Yes				
3	3.3	Gathering and Assessing Data: Reduce barriers to	Yes				

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)
		increase the number of parents who take the California School Parent Survey (CSPS) at each site at OUSD.					
3	**3.4**	Increasing or maintaining communication with parents/guardians.	Yes	$15,000.00			
3	**3.5**	Parent engagement activities and opportunities will be offered across the district.	Yes	$6,000.00			
4	**4.1**	Ongoing/major facilities needs.	Yes				
4	**4.2**	UPK/TK facilities expansion project.	Yes				
4	**4.3**	ELOP facilities expansion project.	Yes				
4	**4.4**	Ongoing technology needs.	Yes	50,000	1129856		
5	**5.2**	Certificated site ELD coordinator (North Valley).	Yes				
5	**5.3**	Student Lead Parent Engagement Event (North Valley).	Yes				
5	**5.4**	College and Career Guest Speakers (North Valley).	Yes				
5	**5.5**	College and Career Exploration (North Valley).	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
24826246	9,381,046	0	37.787%	$10,364,677.00	0.000%	41.749%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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