LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange Unified School District

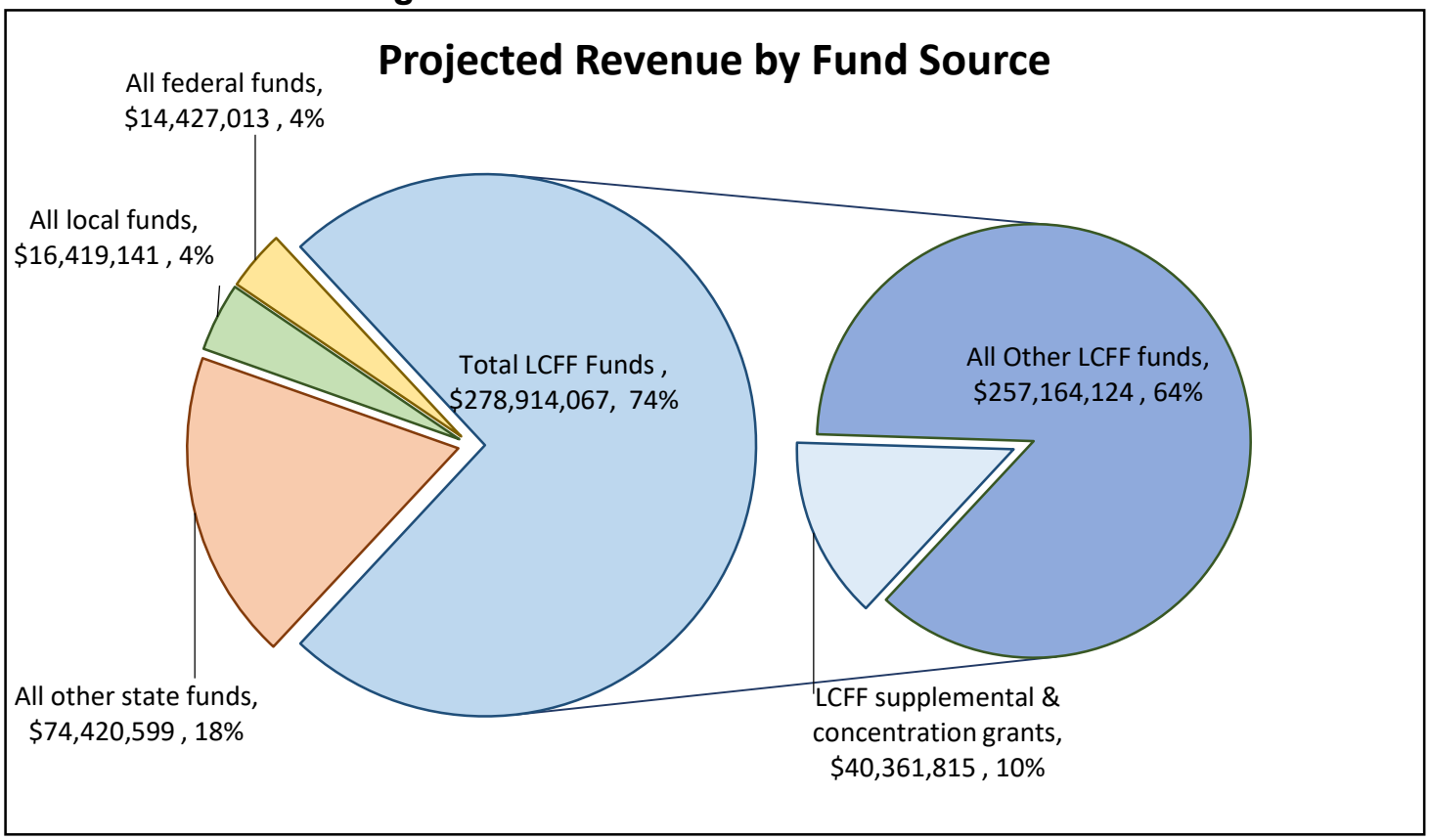
CDS Code: 30-66621-0000000

School Year: 2024-25

LEA contact information: Ernest Gonzalez, Superintendent, superintendent@orangeusd.org

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

Budget Overview for the 2024-25 School Year

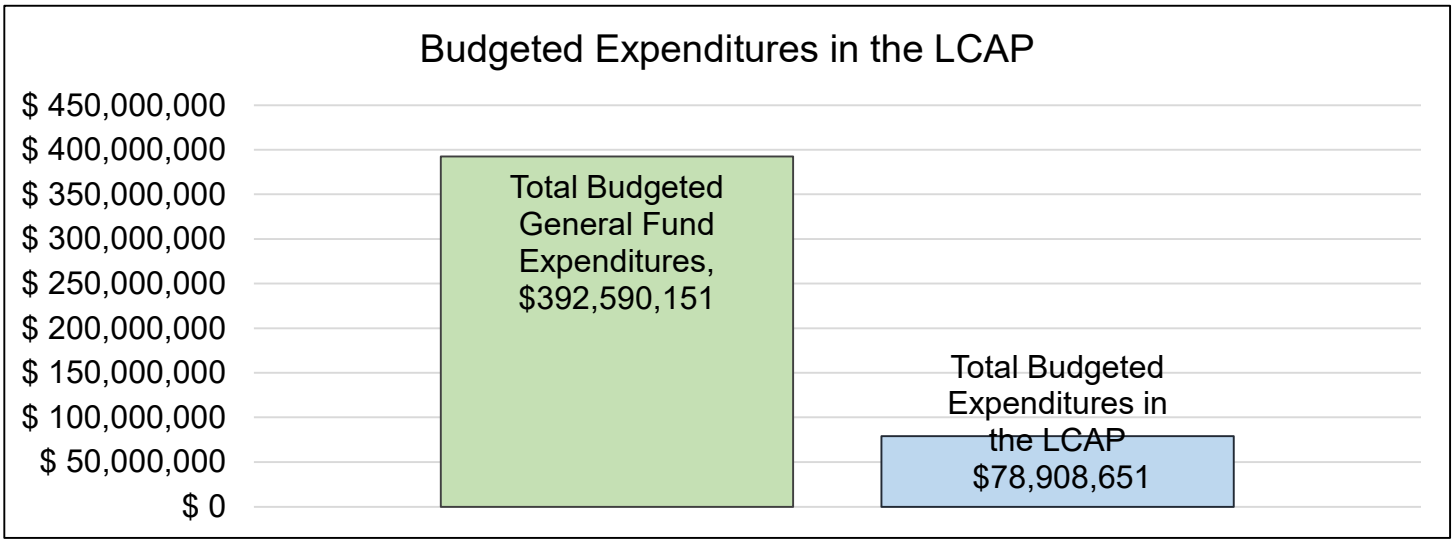


This chart shows the total general purpose revenue Orange Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange Unified School District is $402,792,692.00, of which $297,525,939.00 is Local Control Funding Formula (LCFF), $74,420,599.00 is other state funds, $16,419,141.00 is local funds, and $14,427,013.00 is federal funds. Of the $297,525,939.00 in LCFF Funds, $40,361,815.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Orange Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange Unified School District plans to spend $392,590,151.00 for the 2024-25 school year. Of that amount, $78,908,651.00 is tied to actions/services in the LCAP and $313,681,500.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund (restricted and unrestricted) expenditures of approximately $314 million not included in the Local Control and Accountability Plan (LCAP) are associated with the core activities of the district. Roughly $254 million is related to instruction and services provided to all students, including school

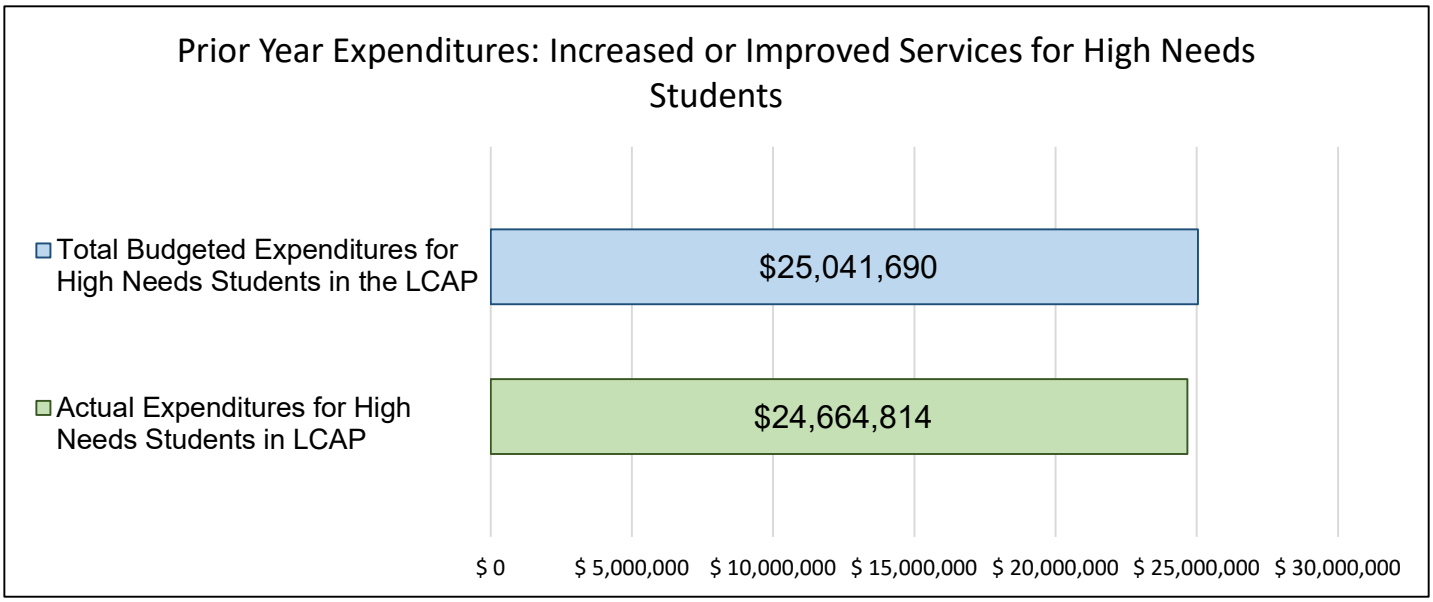
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Orange Unified School District is projecting it will receive $40,361,815.00 based on the enrollment of foster youth, English learner, and low-income students. Orange Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orange Unified School District plans to spend $39,359,115.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Orange Unified School District will carry out LEA-wide actions that yield success with an emphasis on high needs students. For example, the continuous improvement process, which benefits all students, will prioritize high needs students through thoughtful data analysis and collaboration for best practices. Additional actions support students with disabilities, GATE identification and a district-wide climate survey

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Orange 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 Orange 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 2023-24, Orange Unified School District's LCAP budgeted $25,041,690.00 for planned actions to increase or improve services for high needs students. Orange Unified School District actually spent $24,664,814.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $376,876.00 had the following impact on Orange Unified School District's ability to increase or improve services for high needs students:

The text description of the above chart is as follows: In 2023-24, Orange Unified School District's LCAP budgeted $25,041,690 for planned actions to increase or improve services for high needs students. Orange Unified School District actually spent $24,664,814 for actions to increase or improve services for high needs students in 2023-24

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange Unified School District	Ernest Gonzalez Superintendent	superintendent@orangeusd.org (714) 628-4487

Goals and Actions

Goal

Goal #	Description
1	Orange Unified will promote overall student achievement through cultivating and maintaining a positive school culture, by providing equitable learning experiences and system of support for personal and academic student growth that will prepare them for opportunities in college, career and beyond. State Priorities: Conditions of Learning and Pupil Outcomes) (LCFF Priorities: #2 State Standards, #4 Pupil Achievement, #7 Course Access and #8 Other Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**Percentage of students meeting A-G requirements	43.38% of our students met A-G requirements.	47.5% of our students met A-G requirements	47.60% of students met A-G requirements	41.3 % of students met A-G requirements	47.4% of our students will meet A-G requirements
**Number of students completing a CTE Pathway	850 students have completed a CTE Pathway	759 students have completed a CTE Pathway	829 students have completed a CTE pathway	928 students have completed a CTE pathway	950 students will have completed a CTE Pathway
**SBAC/CAA (ELA)	51.10% of students met or exceeded standards on the English Language Arts SBAC 12.81% of English Learners met or exceeded standards on the ELA SBAC 39.19% of Economically Disadvantaged	61.36% of students met or exceeded standards on the English Language Arts SBAC 13.6% of English Learners met or exceeded standards on the ELA SBAC 44.4% of Economically Disadvantaged	*New metric added: 2021/22 Baseline for Homeless 92.8 points below DFS (Distance from Standard) 2021/22 Baseline for SWD 92.6 points below DFS 54.69% of OUSD students met or exceeded the	56.89% of OUSD students met or exceeded the standard on the ELA Smarter Balanced Assessment. 6.97% of English Learners met or exceeded the standard on ELA Smarter Balanced Assessment.	59.16% of students will meet or exceed standards on the English Language Arts SBAC 17.05% of English Learners will meet or exceed standards on the ELA SBAC 52.16% of Economically Disadvantaged students will meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students met or exceeded 40.81% of Hispanic students met or exceed ELA SBAC 15.91% of students met or exceeded standards on the California Alternative Assessment for English Language Arts	students met or exceeded 47.12% of Hispanic students met or exceed ELA SBAC 15.63% of special ED students met or exceeded standards on the California Alternative Assessment for English Language Arts	standard on the ELA Smarter Balanced Assessment. 12.55% of English Learners met or exceeded the standard on ELA Smarter Balanced Assessment. 38.40% of Economically Disadvantaged students met or exceeded the standard on the ELA Smarter Balanced Assessment. 41.22% of Hispanic students met or exceeded the ELA Smarter Balanced Assessment standard. 9.52% of students with disabilities met or exceeded the CAA.	43.06% of Economically Disadvantaged students met or exceeded the standard on ELA Smarter Balanced Assessment. 43.17% of Hispanic students met or exceeded standards on the ELA Smarter Balanced Assessment 23.07% of Foster Youth students met or exceeded the standard on ELA Smarter Balanced Assessment 10.32% of students with disabilities met or exceeded the CAA ELA	exceed standards on the ELA SBAC 54.3% of Hispanic students will meet or exceed standards on the ELA SBAC 21.18% of students will meet or exceed standards on the California Alternative Assessment for English Language Arts Using 2022/23 testing data, improve by 3 points: Homeless 89.8 SWD 89.6
**SBAC/CAA (math)	39.73% of students met or exceeded standards on the Mathematics SBAC 12.58% of English Learners met or exceeded standards on math SBAC	39.69% of students met or exceeded standards on the English Language Arts SBAC 4.88% of English Learners met or	39.77% of OUSD students met or exceeded the standard on the Math Smarter Balanced Assessment. 8.20% of English Learners met or	43.65% of OUSD students met or exceeded the standard on the Math Smarter Balanced Assessment. 5.96% of English Learners met or	46% of students will meet or exceed standards on the Mathematics SBAC 16.74% of English Learners will meet or exceed standards on the math SBAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	27.48% of Economically Disadvantaged students met or exceeded math SBAC 28.05% of Hispanic students met or exceeded math SBAC 9.90% of students met or exceeded standards on the California Alternative Assessment for mathematics	exceeded standards on the ELA SBAC 19.1% of Economically Disadvantaged students met or exceeded 21.58% of Hispanic students met or exceed ELA SBAC 9.31% of special ed students met or exceeded standards on the California Alternative Assessment for English Language Arts"	exceeded the standard on Math Smarter Balanced Assessment. 21.51% of Economically Disadvantaged students met or exceeded the standard on the Math Smarter Balanced Assessment. 23.82% of Hispanic students met or exceeded the ELA Smarter Balanced Assessment standard. 3.15% of students with disabilities met or exceeded the CAA. 2021/22 Baseline for Homeless 2021/22 Baseline for SWD	exceeded the standard on Math Smarter Balanced Assessment. 28.27% of Economically Disadvantaged students met or exceeded the standard on the Math Smarter Balanced Assessment. 28.02% of Hispanic students met or exceeded the ELA Smarter Balanced Assessment standard. 18.42% of Foster Youth students met or exceeded the ELA Smarter Balanced Assessment standard. 3.25% of students with disabilities met or exceeded the CAA Mathematics	36.58% of Economically Disadvantaged students will meet or exceed standards on the math SBAC 37.35% of Hispanic students will meet or exceed standards on the math SBAC 13.18% of students will meet or exceed standards on the California Alternative Assessment for Mathematics
**Enrollment in a broad course of study (i.e. social science, science, health, PE,	Enrollment in a broad course of study is a requirement for graduation in OUSD. Our Graduation rate is	Enrollment in a broad course of study is a requirement for graduation in OUSD. Our Graduation rate is	Enrollment in a broad course of student is a requirement for graduation in OUSD. Our Graduation rate is	Enrollment in a broad course of study is a requirement for graduation in OUSD. Our Graduation rate is	Enrollment in a broad course of study is a requirement for graduation in OUSD. Our goal graduation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
VAPA, world language)	at 93.20% Annual audit is conducted to ensure equity in access to courses.	at 95.5% Annual audit is conducted to ensure equity in access to courses.	95.4%. An annual audit is conducted to ensure equity in access to courses.	93.26%. An annual audit is conducted to ensure equity in access to courses.	rate is at 96.20% Annual audit is conducted to ensure equity in access to courses.
**Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards	Professional development logs maintained to monitor opportunities available to teachers in implementation of standards 87. 16% of those trainings support teachers of English Learners and access to common core and ELD standards.	Professional development logs maintained to monitor opportunities available to teachers in implementation of standards show 97 opportunities. 29% of those trainings support teachers of English Learners and access to common core and ELD standards.	Professional development logs maintained to monitor opportunities available to teachers in implementation of standards show 122 opportunities. 30% of those trainings support teachers of English Learners and access to common core and ELD standards.	Professional development logs are maintained to monitor opportunities available to teachers in implementation of standards. This goal is still in progress for the SY.	Professional development logs maintained to monitor opportunities available to teachers in implementation of standards 90. 20% of those trainings support teachers of English Learners and access to common core and ELD standards.
**Pupils prepared for college by the EAP for English Language Arts	57.27% of students "Ready for College and/or "Conditionally Ready for College" on EAP in English Language Arts	69% "Ready for College and/or "Conditionally Ready for College" on EAP in English Language Arts	51.68% "Ready for College and or 'Conditionally Ready' for college" Ready for college: 21.48 % Conditionally Ready: 30.20 %	48.1 % "Prepared" level on the College/Career Indicator. 23.4% "Approaching" prepared level on the College/Career Indicator.	60.78% of students will be "Ready for College and/or "Conditionally Ready for College" on EAP in English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**Pupils prepared for college by the EAP for mathematics	32.24% of students "Ready for College and/or "Conditionally Ready for College" on EAP in mathematics	39% "Ready for College and/or "Conditionally Ready for College" on EAP in mathematics	25.21% "Ready for College and or 'Conditionally Ready' for college" Ready for college: 9.94 % Conditionally Ready: 15.27 %	48.1 % "Prepared" level on the College/Career Indicator. 23.4% "Approaching" prepared level on the College/Career Indicator.	34.22% of students will be "Ready for College and/or "Conditionally Ready for College" on EAP in mathematics
**AP Pass rate (3 or higher)	61.20% of students scoring a 3 or better on at least one Advanced Placement exam (unduplicated)	35.9% - 2020 30.1% - 2021	65% of our OUSD AP students received a 3 or higher on their AP test(s) for the 2021-22 school year.	65% of our OUSD AP students received a 3 or higher on their AP test(s) for the 2022-23 school year.	64.64% of students scoring a 3 or better on at least one Advanced Placement exam (unduplicated)
Advanced Placement and International Baccalaureate participation	33.86% of students participating in one or more Advanced Placement or International Baccalaureate class	20-21 SY 32.35% 21-22 SY 28.64%	21-22 SY 28.64% of students participating in one or more Advanced Placement or International Baccalaureate class	22-23 SY 32% of student participated in one or more Advanced Placement or International Baccalaureate class	37.01% of students participating one or more Advanced Placement or International Baccalaureate class
**Percentage of English learners who progress in English proficiency (ELPAC)	53.30% of English Learners who grew in proficiency	In 2021 81% of English learners improved their scaled score on the summative ELPAC	In 2022, 77.3% of English Learners improved their scaled score on the summative ELPAC	In 2023, 80% of English Learners improved their scaled score on the summative ELPAC.	61.71% of English Learners who grew in proficiency
**English Learner reclassification rate	16% of English Learners districtwide reclassified to fluent English proficient	In the 2020-21 school year reclassified 597/3073 in grades 3-12 which is 19%	In the 2021-22 school year we reclassified 809/4,764 in grades 3-12 which is 17.8%	In the 2023-24 school year we reclassified 195 student thus far.	19% of English Learners districtwide will reclassify to fluent English Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**Science-CAST/CAA	31.95% of students met or exceeded on California Science Test	For the 2020-2021 school year 885 students took the CAST from 2 of our 4 high schools (Orange and Canyon High School) The state waived the CAST requirement. 9% Standard Exceeded 25% Standard Met 50% Standard Nearly Met 15% Standard Not Met	29.45% of OUSD students met or exceeded the standard on the CAST 26.09% of students showed mastery on the CAA Science test	39.38% of OUSD students met or exceeded standard on the CAST 18.67% of students showed mastery on the Alternate Science Test (CAA)	36.99% of students will meet or exceed on California Science Test
College and Career Indicator	47.7% of our high school graduates met the measures to be College and Career prepared	No CCI Indicator in 2021	No CCI indicator for the 2021-22 school year.	48.1% of our high school graduates met the measures to be College and Career prepared	52.12% of our high school graduates met the measures to be College and Career prepared
Dual Immersion participation	639 students participating in dual immersion programs	836 students participaing in dual immersion programs	School Year 2021-22: 671 School Year 2022-23: 705	2023-24 School year: 1217	740 students participating in dual immersion programs
Number of State Seals of Biliteracy awarded	259 State Seals of Biliteracy were awarded in 2019-20	In the 2020-21 school year 393 students were awarded the state seal of biliteracy	In the 2022-23 275 students were awarded the state seal of biliteracy.	This number will be calculated towards end of the year.	283 State Seals of Biliteracy will be awarded in 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Lexile-met or exceeded	50% of our students are at "standards met or exceeded" in their lexile level	51% of our students are at standards met or exceeded in their lexile level	Reading Inventory is no longer an available measure at the elementary level. 48% of students met/exceeded on the RI (secondary only)	Reading inventory is not a consistently utilized tool.	53% of our students are at "standards met or exceeded" in their lexile level
Local math indicator	39.73% of students met or exceeded standards on the math local indicator 12.58% of English Learners met or exceeded standards on math local indicator 27.48% of Economically Disadvantaged students met or exceeded on math local indicator 28.05% of Hispanic students met or exceeded on math local indicator	37.84% met or exceeded standards on local math indicator 10% of English Learners met or exceeded standards on local math indicator 21.89% of Economically Disadvantaged students met or exceeded standards on local math indicator 18.09% of Hispanic students met or exceeded on local math indicator	Utilizing the Local Measure of the i-Ready Diagnostic: 2021-2022 School Year 37% met or exceeded standards on local math indicator at mid-year 10% of English Learners met or exceeded standards on local math indicator at mid-year The "Student Group" Economically Disadvantaged is not reported in iReady 22% of Hispanic students met or exceeded on local math indicator at mid-year	Diagnostic #2 i-Ready Math Results for the 2023-2024 School Year 41% of Elementary K-6 students scored "On or Above Grade level" 13% of Elementary English Learners scored "On or Above Grade level" 26% Of Elementary Hispanic students scored "On or Above Grade Level" 30% of Middle School students scored "On or Above Grade Level 2% of Middle School English Learners scored "On or Above Grade level"	46% of students will meet or exceed standards on the math local indicator 16.74% of English Learners will meet or exceed standards on math local indicator 36.58% of Economically Disadvantaged students will meet or exceed standards on the math local indicator 37.35% of Hispanic students will meet or exceed standards on math local indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Utilizing the Local Measure of the i-Ready Diagnostic: 2022-2023 School Year 40% met or exceeded standards on local math indicator at mid-year 12% of English Learners met or exceeded standards on local math indicator at mid-year The "Student Group" Economically Disadvantaged is not reported in iReady 25% of Hispanic students met or exceeded on local math indicator at mid-year	19% Of Middle School Hispanic students scored "On or Above Grade Level"	
Kindergarten Readiness (DRDP)	3's and 4's (% of responses in category): ATL-REG - .1% Integrating with 95.9% C/UR SED - .5% Integrating with 20.5% C/UR	3's and 4's (% of responses in category): ATL-REG- 38% Integrating SED-27% LLD-8% COG-14% PD-HLTH-*conditional ELD-22%	3's and 4's (% of responses in category): ATL-REG- 18% Integrating SED-19% LLD-7% COG-15% PD-HLTH-11%*conditional	Results will be available for end of year LCAP review.	4 year olds (% of responses in category): ATL-REG - 25% Integrating SED - 30% Integrating LLD – 25% Integrating COG – 30% Integrating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LLD – 1.3% Integrating with 29.6% C/UR COG – 1.3% Integrating with 27.1% C/UR PD-HLTH - .1% Integrating with 97.3% C/UR ELD – 19% Building/Integrating with 55.8% C/UR		ELD-26%		PD-HLTH - 35% Integrating ELD – 35% Integrating
K-6 Reading Composite Score (Acadience)	Mid year Reading Composite Score (At Benchmark or Above): K – 36% 1 – 50% 2 – 58% 3 – 47% 4 – 46% 5 – 42% 6 – 54%	Mid year Reading Composite Score (At Benchmark or Above): K - 44% 1 - 49% 2 - 48% 3 - 46% 4 - 48% 5 - 34% 6 - 55% (note: students who test at or above end of the year benchmark on the beginning of the year assessment do not continue to assess, So this reflects the percentage of students who did not start the year at or	For the 2022-2023 School Year Acadience was given by K-2 grade teachers only. Mid-year, 2022-23, Reading Composite Score (At Benchmark or Above): K - 45% 1 - 50% 2 - 55%	Beginning of Year (Acadeience) 9/11-10/6 2023-24, Reading Composite Score (At Benchmark or Above): K - 57% 1 - 47% 2 - 63%	Mid year Reading Composite Score (At Benchmark or Above): K – 40% 1 – 53% 2 – 61% 3 – 50% 4 – 49% 5 – 45% 6 – 57%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		above benchmark but are now at or above)"			
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU AND career technical education sequences or programs of study	17.37% graduating seniors were both A-G and CTE completers (2021/22)	17.37% graduating seniors were both A-G and CTE completers (2021/22)	10.3% of graduating seniors were both A-G and CTE completers (2022/23)	10.3% of graduating seniors were both A-G and CTE completers (2022/23)	19.50% graduating seniors were both A-G and CTE completers.
Average monthly GB device data usage at Portola and Yorba	12 GB/month	12GB/month (21/22)	12 GB/month (2022/23)	11.8 GB/month (MOY 2023/24)	14 GB/month

Goal Analysis

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

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

1.4 (no changes to planned actions) The Curriculum Department provided ongoing professional development for teachers, counselors, and administrators. This included the core areas of math, English, and Science. Professional development on AVID was also provided. Curriculum department staff did learning walks of each school campus. Coaching and support were provided by district Teachers on Special Assignment. Substitutes were utilized to release teachers from campus to receive professional development and for teachers to do learning walks at other schools. Extra earnings were utilized to pay teachers to attend professional development outside of work hours.
1.5 (no changes to planned actions) Orange County Department of Education and Project Lead the Way were contracted with to provide professional development opportunities for teachers.
1.6 (no changes to planned actions) The Curriculum Department provided Induction support for new teachers, including training and mentorship.
1.7 (no changes to planned actions) Support for teachers of mathematics was provided by the Curriculum Department. This included professional development, coaching, demoing of lessons, vertical alignment, learning walks, and district meetings with school site department chairs.

1.8 (no changes to planned actions) The Curriculum Department collaborated with school sites to provide enhanced and expanded CTE pathways based on student interest. Marketing of CTE pathways was increased. The department supported sited in holding CTE informational days and four-year CTE plans were created.
1.9 (no changes to planned actions) The Curriculum Department provided support to sites in equipping students to be college and career ready. This included increased access to a variety of courses and programs. This included AVID, robotics, Community Science Night, Counselors trained by the American School Counseling Association, and access to Paper Education tutoring.
1.10 (no changes to planned actions) The Curriculum Department provided professional development to certify teachers in Gifted and Talented Education, so that teachers are well equipped to meet the needs of our GATE students.
1.11 (no changes to planned actions) Acadience Learning platform was purchased to monitor student performance and growth in foundational literacy skills.
1.12 (no changes to planned actions) The TOSA for STEM and Career Pathways provided support to school sites for science instruction and for STEM activities and school site STEAM nights.
1.17 (no changes to planned actions) VAPA programs are fully implemented for all district 5th and 6th graders. All TK-4 students have access to Art Masters or Meet the Masters. All secondary students have access to a variety of courses including AP, IB, STEM, and the Arts. Field trips were also provided.
1.19 (no changes to planned actions) P21 Specialists supported each high school site in provided college and career opportunities for students including access to a variety of CTE pathways.
1.14 No changes are necessary.
1.15 No changes are necessary.
1.20 No changes are necessary.

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

1.11 Student Achievement did not spend this money from this goal and action rather moved the money due to 1.22 due to a delay in moving the goal and action from Student Community Services to Student Achievement.
1.13 Instructional Assistants were budgeted in LCFF but were paid from the Learning Recovery Grant. This accounts for the difference in what was budgeted and what was actually spent.
1.14 An allocation of $328,338 from LCFF was added to the original planned expenditure of $15,000 in site 315. An adjustment of $210,574 was made to cover salary and benefits for the Office of SCS's psychologist on special assignment. This left us with a current total of $132,764. Additionally, an allocation of $69,065.00 was made to site 206.
1.15 No changes are necessary.
1.20 The Special Education Department has expended this funding to fund Instructional Specialists, Not changes are necessary.
1.21 it appears that this budget expended more than budgeted however, as mentioned above the Budget Transfer from 1.11 was made to cover the cost.

1.23 STEAM Education - Funding for this goal was spent through general fund through the purchase of supplemental software that include science curriculum and the further development of after school programs to support STEAM. These include items such as Nearpod, Discovery Education, Drone League and ESports.
1.24 Professional Learning Plan - Money has been allocated to supporting teachers in effective instructional practices for a 1:1 program from K-12 grade. Expenditures included software, Extra Earnings payments, and devices. Currently there is a $9000 difference in Extra Earnings due to some courses still running from March to June.
1.25 Technology: Technology Services has expended more than our budget projection by $169,860.60 due to inflation and increased costs of services.

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

1.4 All elementary sites are participating in a yearlong professional development series using Visible Learning principles in mathematics. In addition to the above training, Math TOSA's have provided systematic coaching and training opportunities at approximately 40% of district schools K12 to implement collaborative problem solving. 90 Elementary teachers have participated in Foundational ELA and Writing professional Development. All secondary sites have participated in AVID trainings and walk throughs, as well as workshops focused on ELA and math strategies to support all learners. All teachers had multiple opportunities for professional development to meet their needs.
1.5 Early Learning, Counselors, and CTE collaborated with OCDE to effectively provide targeted training to meet identified needs. All sites received AVID training in strategies to support all students' college and career readiness and will meet AVID certification requirements. Teachers from 5 school sites participated in C-STEM training to support student success in math and engineering. Project Lead the Way training was provided to teachers to engage students in STEM activities correlated to core academics.
1.5 When needed outside professional development services were utilized to meet staff needs.
1.6 All eligible teachers are currently enrolled in accredited induction programs. All intern teachers are assigned an experienced mentor to support their transition to the profession. All eligible CTE teachers are enrolled in OCDE teacher preparation programs and receive mentorship from OUSD's TOSA.
These teachers received ongoing support tailored to their specific needs to grow them as educators so that they can effectively meet the needs of their students.
1.7 Two Math TOSAs effectively supported teachers at all schools with individualized training and coaching support to meet their needs. All elementary sites engaged in a yearlong math professional development and learning walks. All secondary sites have participated in site learning walks and collaborative planning.
1.8 CTE pathways were expanded including a new business pathway at Canyon High School and an Arts pathway at Yorba Middle School. All CTE pathways were enhanced with new industry specific equipment and other instructional supplies. Teachers attended training specific to their pathway and received coaching support. CTE informational days were conducted for 8th grade students who will be entering high school. Three middle schools offered CTE/Career Days on Campus.
1.9 Districtwide STEM activities are ongoing, with major district events for science and robotics planned for the spring, 2024. AVID is fully implemented at all sites, with an emphasis on college and Career readiness. All high schools held College and Career Days.

1.10 Universal GATE testing is occurring Jan 31-Feb 2 for all district 3rd graders. All elementary students in grades 2 and above are offered the opportunity to be referred for GATE testing. OUSD began a GATE certification cohort of 30 teachers who have participated in full day training and walkthroughs. All GATE teachers have the opportunity to participate in regular professional learning community meetings.
1.11 Acadience was utilized by K-2nd grade teachers to monitor students foundational literacy.
1.11 will be combined with goal 1.22 to better meet the needs of students through a more comprehensive Multi-Tiered System of Support.
1.14 The Office of Student and Community Services (SCS) will analyze current expenditures and their effect on the academic success of our foster youth student community. Following this assessment, we will collaborate with school sites to identify and address the specific needs of our foster youth population.
1.15 The executive director of Student & Community Services showcases a dedication to fostering an equitable education system and fulfilling the varied needs of students and school communities. This commitment is evident through initiatives aimed at enhancing student discipline, promoting student attendance, and ensuring school safety.
1.17 Students had access to arts education and other course to support their varied needs and provide them with a variety of educational experiences.
1.19 P21 Specialists supported college and career readiness at their site through CTE pathways support and College/Career events.
1.20 The impact of this goal's implementation for students with disabilities has been significantly effective. The Special Education Department's Instructional Specialists have responded to 107 requests for support from the field, and the majority of their work has been targeted support and training for teachers to improve the
academic achievement for students with disabilities. Special Education Instructional Specialists have supported teachers individually, as well as providing departmental supports within school teams, on a monthly basis to develop individual student achievement action plans. This work has specifically targeted the consistent use of interim assessments and subsequent data reflection on individual student progress in ELA, Math and Science. 2022-23 School Year Dashboard data shows significant gains in Student Achievement with 8.6 points of growth in Mathematics, and 11 points of growth in English Language Arts.
1.23 STEAM Education - Funding in this area continues to support teachers in being able to engage students and connect with them in academics as well as career exploration. This will continue to be important as the state continues to expand the need for computer science for all students. Discovery Education Resources continue to be utilized from K-12 with the innovation labs using it as part of the curriculum. Nearpod continues to be utilized for all curricular areas including digital citizenship, typing, and science curriculum.
1.24 Professional Learning Plan - Collaboration was created to develop two programs that supported over 80 teachers in face-to-face instruction while maintaining Teacher Tech Lead support at all the schools in the district. These programs continue to provide instruction on the effective use of the 22000 devices within the district for instructional effectiveness.

To determine the Planned Percentage of Improved Services in the Contributing Summary Table (instead of monetary amount of LCFF funds), OUSD determines who is already working to facilitate the action in the scope of their regular job description. The salary is divided by the LCFF base to achieve a percentage. For example, Goal 1, Action 26 is the action that specifically calls out support of LTELS. Our Administrator of Multi-lingual Supports already works to support ELs. Working with long term English learners is another extension of what she currently does to improve English proficiency.

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

The following actions were effective in supporting our progress in promoting the overall student achievement through cultivating and maintaining a positive school culture, by providing equitable learning experiences and system of support for personal and academic student growth that will prepare them for opportunities in college, career and beyond:
1.14 No changes are necessary.
1.15 No changes are necessary.
1.20 for the 2024-25 School Year it is recommend this action be expanded to include Science in addition to ELA and Math.

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

Goals and Actions

Goal

Goal #	Description
2	Orange Unified will communicate effectively and timely in order to form trusting relationships with our community that will garner support and input into delivering the district's vision of meeting the needs of all our learners. (State Priority: Engagement) (LCFF Priority: #3 Parental Involvement and #6 School Climate)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of LCAP survey completion totals	A total of 10,813 surveys were completed by parents, community members, staff and students.	10,040 surveys were completed by parents, community members, staff and students.	16,283 surveys were completed by parents, community members, staff and students.	14,631 response to the LCAP survey	A total of 12,500 surveys to be completed by parents, community members, staff and students.
District Advisory Committee attendance	An average of 20 attendees including parents and district personnel attended each DAC meeting. (All virtual)	An average of 38 attendees (staff & parents)	An average of 25 attendees (in person)	An average of 22 attendees (in person)	An average of 35 attendees, including parents and district personnel will attend each DAC meeting. (In-person)
# of LCAP Educational Partner focus groups districtwide	A total of 61 LCAP Educational Partner Focus Groups were held districtwide.	A total of 65 LCAP Educational Partner Focus Groups were held districtwide	A total of 70 LCAP Educational Partner Focus Groups were held districtwide	This is currently in progress.	a total of 65 LCAP Educational Partner Focus Groups to be held districtwide.
average # of parents participating in a workshops/training	An average of 20 parents participated in our district level parent	3 Foster Connections meetings have been held so far. On average, there have	3 Foster Connections meetings have been held so far. The range in attendance	An average of 48 participants in the district level parent/family	An average of 50 parents are expected to attend our district level parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	workshops/training. (All virtual)	been 2 parents in attendance, all virtual. An average of 50 parents participated in the district level parent/family engagement workshops (English and Spanish sessions combined)	has been 1 to 6 participants.	engagement workshops.	workshops/training. (In-person)
School messenger usage	A total of 715,943 messages have been sent out to families from sites and district level.	A total of 849,694 messages have been sent out to families from sites and district level by phone.	A total of 719, 511 messages have been sent out to the families from sites and/or district.	A total of 406,349 messages have been sent out to the families from sites and/or the district.	A total of 730,262 messages will be sent out via School Messenger from sites and district level.
**parent input in decision-making	We have held 37 parent advisory committees that support the decision making for a variety of departments at the district level.	37 district parent advisory groups through Spring, 2022	44 district parent advisory committee meetings were conducted during the 2022/23 school year.	At this time we are still disaggregating the data for the 2023/24 LCAP	We expect to hold at least 40 parent advisory committee meetings across the district departments.
**parental participation in programs for unduplicated pupils	We average about 20 parents per DELAC meeting. (All virtual)	On average, 2 attendees for Foster Connections virtual. An average of 35 parents attended each DELAC meeting	On average, 3 attendees for Foster Connections with a range of 1-6 each meeting.	At this time we are still disaggregating the data for the 2023/24 LCAP	We expect at least 50 parents per DELAC meeting (in-person) We expect at least 8 parents per Foster Connections meetings (in-person)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% (to total) of EL and LI parent responders on LCAP survey	Respondents per total: LI= 29% EL= 4% (Based on 2020/21 LCAP survey)	2021/22: LI= 43% EL=6%	2022/23: LI= 47% EL= 7%	At this time we are still disaggregating the data from the 2023/24 LCAP survey	We expect 50% of total responders will qualify for Free/Reduced lunch and 10% will be English language learners

Goal Analysis

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

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

2.3 No changes are necessary.
2.7 No changes are necessary.

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

2.3 No changes are necessary as it does not incur any expenses.
2.7 No changes are necessary as it does not incur any expenses. The Office of SCS is committed to ongoing collaboration with our community partners and actively pursuing opportunities to broaden our partnerships.

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

2.3 The Office of SCS will explore ways to increase parent participation.
2.7 The Office of SCS will actively pursue opportunities to broaden our resources for our FY student population.

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

2.3 No changes are necessary.
2.7 No changes are necessary.

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

Goals and Actions

Goal

Goal #	Description
3	Orange Unified School District will continue to reinforce high levels of student engagement and wellness by focusing on strong student social emotional support by staff, high expectations for behavior and consistent safety protocols districtwide for all students. (State Priority: Engagement) (LCFF priorities: #5 Pupil Engagement and #6 School Climate)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**% Attendance rate	95.59% overall attendance rate	96.75% overall attendance rate	92.80% overall attendance rate	94.4% overall attendance rate	98.5% overall attendance rate
**% Chronic absenteeism rate	8.30% chronic absenteeism rate Subgroups: Homeless 58.1% SWD 33.8%	8.20% chronic absenteeism rate	24.3% chronic absenteeism rate	17.8% chronic absenteeism rate	7.16% chronic absenteeism rate
**High School dropout rate	6.80% High School cohort dropout rate	3.48% High School cohort dropout rate	2.6% High School cohort dropout rate	1.37% High School cohort dropout rate	6.59% High School cohort dropout rate
**Middle school dropout rate	0.1100% Middle School cohort dropout rate	0.02% Middle School cohort dropout rate	0.297% Middle School cohort dropout rate	0% Middle School cohort dropout rate	0.1067% Middle School cohort dropout rate
**High School graduation rate	93.20% High School graduation rate	95.5% High School graduation rate	95.4% High School graduation rate	93.2% High School graduation rate	98.9% graduation rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**% suspension rate	2.50% suspension rate	0.2% suspension rate	2.48% Suspension Rate	2.4% Suspension Rate	2.44% suspension rate
** % expulsion rate	0.004% expulsion rate	0 expulsions	0.00396% expulsion rate	0.01296% expulsion rate (August 2023-Now)	.00388% expulsion rate
** local measure including surveys of students, parents and teachers on the sense of safety and school connectedness	84% of Parents who Strongly Agree/Agree with positive Sense of Safety on annual survey 93% of Staff who Strongly Agree/Agree with positive Sense of Safety on annual survey 3.83 Mean Score for Sense of Physical, Social, and Emotional Security on climate survey	87% of Parents reported that they Strongly Agree/Agree that their child feels safe in school 93% of Staff reported that they Strongly Agree/Agree that children feels safe in school 3.71 Mean Score for Sense of Physical, Social and Emotional Security on climate survey	90% of Parents reported that they Strongly Agree/Agree that their child feels safe in school 89% of Staff reported that they Strongly Agree/Agree that children feels safe in school (No climate survey was administered during 2022/23 school year)	90% of Parents reported that they Strongly Agree/Agree that their child feels safe in school 89% of Staff reported that they Strongly Agree/Agree that children feels safe in school (No climate survey was administered during 2022/23 school year)	90% Parents 90% Staff >3.00 Mean Score for students (4.0 being best score possible)
Number of cultural relevancy trainings	3 cohorts of employees participated in Cultural Relevancy trainings annually.	4 cohorts in 2021-2022 have already been completed. 1 more cohort is planned this school year.	0 cohorts in 2022-23 (action discontinued)	Action discontinued 2022-23	Continue to host 3 cohorts of employees participating in Cultural Relevancy trainings annually.
# of referrals for initial assessment for Special Education	410 referrals for initial assessment for Special Education	435 referrals for initial assessment for Special Education	338 referrals for initial assessment for Special Education	From August 2023-January 2024 there have been 283	354 referrals for initial assessment for Special Education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				referrals for initial assessment in Sp.Ed.	
# of Foster Youth Mentors	26 Foster Youth mentors in secondary schools	26 Foster Youth mentors in secondary schools	28 Foster Youth mentors in secondary schools	25 Foster Youth mentors in secondary schools	Maintain 26 Foster Youth mentors in secondary schools
Nearpod lessons launched by teachers across district for social emotional learning	5607 sessions launched by teachers across district	Over 18,000 students have recieved SEL instruction through Nearpod	44,650 (8/22-3/23) Launched ; Hours Spent 10,875 (8/22-3/23)	108 (8/23-1/24) Launched Hours Spent 6480 hours (8/23-1/24) 3239 Students receiving SEL instruction.	18,926 sessions launched by teachers across district

Goal Analysis

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

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

3.3 No changes are necessary.
3.4 No changes are necessary.
3.5 No changes are necessary.
3.6 No changes are necessary.
3.7 No changes are necessary.
3.9 This action was included in 3.10.
3.10 AVID professional development was provided by the Teacher on Special Assignment for Equity and Access to support teachers in meeting the needs of all students. (no changes to planned actions)
3.12 No changes are necessary.
3.13 No changes are necessary.

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

3.3 No changes are necessary.
3.4 $24,164 was allocated from LCFF to the original planned expenditure instead of $30,000. $3,816 was transferred to extra earnings for FY and McKinney-Vento mentors. This left us with a remaining balance of $20,348.
3.5 The Office of SCS utilizes the EEBG Designated Funds to support professional development initiatives on school safety, student discipline, and student attendance.
3.6 $1,236,132 was allocated from LCFF to the original planned expenditure. $145,819 was reallocated. A significant disparity exists in the allocation amount, as it is documented as $2,911,332 in the LCAP.
3.7 The Special Education Department Expended this allocation for school psychologists, no changes are necessary.
3.10 - Engaging, Rigorous, and Student Centered Learning Environments - Staffing costs were less than anticipated.
3.12 $661,300 was allocated from the general fund to the original planned expenditure, while $1,195,067 was allocated from LCFF. Additionally, $55,630 was earmarked for extra earnings for nurses from LCFF. The total amount allocated sums up to $1,911,997. There's a notable disparity in the allocation amount, as it is documented as $1,726,942 in the LCAP.
3.13 Funds allocated for GRIP will need to be increased for the next school year.

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

1.25 Technology: Technology Services has expended this budget in order to provide cyber security for students, staff, and community. Cybersecurity has been a priority and paramount as districts within Orange County has been targeted for exploitation.

3.3 The coordinator of Student & Community Services showcases a dedication to fostering an equitable education system and fulfilling the varied needs of foster youth and McKinney-Vento students. This commitment is evident through initiatives aimed at enhancing student discipline procedures, promoting student attendance, and ensuring that their basic needs are met.
3.4 The FY and McKinney-Vento mentors are encouraged to improve the timeliness of their submissions for additional earnings.
3.5 School sites were provided with standardized procedures and guidelines to incorporate into their comprehensive school safety plans.
3.6 The Office of SCS is committed to offering ongoing professional development opportunities for our elementary counselors. This ensures their continuous growth as professionals, equipping them to offer students the latest resources and support.
3.7 District School psychologists have provided a number of interventions that support the achievement and wellbeing of students and their families, as well as global supports that enhance school culture and climate. These supports have been highly impactful for students and families. During the 2023-24 school year, psychologists provided direct individual counseling and/or behavior support services to over 2,000 students, as well as facilitated over 100 group counseling sessions. In addition to ongoing consultation with parents, school psychologists provided trainings to parents on various topics and/or direct parent counseling to over 100 families, as well as connected over 250 families to community resources. School psychologists also provide professional development to school staff, in addition to the ongoing consultation and collaboration with school staff to support student development, wellbeing, and achievement. Our 'Wellness Spaces' are supported by our school psychologists, increasing student access to support and services. Our School psychologists have had significant impact on Student

Social-Emotional wellbeing as reflected in the District's School Climate and Engagement data. This data is captured and reflected on the California Dashboard.
3.12 The Office of SCS is committed to offering ongoing professional development opportunities for our school nurses. This ensures their continuous growth as professionals, equipping them to offer students the latest resources and health care.
3.13 Care Solace and CA Youth Services serve as invaluable resources for our students. As of April 15, 2024, District personnel have made 545 referrals to Care Solace, with an additional 28 self-referrals from the District website, along with 160 anonymous referrals.

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

3.3 No changes are necessary.
3.4 No changes are necessary.
3.5 No changes are necessary.
3.6 No changes are necessary.
3.7 No changes are necessary.
3.12 No changes are necessary.
3.13 No changes are necessary, nevertheless, it might be important to assess the number of referrals made to Care Solace and CA Youth Services

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

Goals and Actions

Goal

Goal #	Description
4	Orange Unified School District will maintain a high quality educational program supported by efficient and safe facilities, strategic fiscal management and by establishing community partnerships through engaging outreach efforts that enhance support for overall student achievement. (State Priority: Conditions of Learning) (LCFF Priority: #1 Basic)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**% Fully Credentialed and appropriately assigned teachers	100% of fully credentialed and appropriately assigned teachers.	100% of fully credentialed and appropriately assigned teachers	100 % of fully credentialed and appropriately assigned teachers	99.7% fully credentialed and 100% appropriately assigned teachers	maintain 100% of teachers fully credentialed and appropriately assigned
**Every student has standards-aligned materials	100% of students have standards-aligned materials	100% of students have standards-aligned materials	100% of students have standards-aligned materials	100% of students have standards-aligned materials	maintain 100% of students with standards aligned materials
**% of schools in "good repair" or "exemplary" rating on Facilities Inspection Tool (FIT)	97% of schools in "good repair" or "exemplary" rating on Facilities Inspection Tool (FIT)	95% of schools in "good repair" or "exemplary" rating on Facilities Inspection Tool (FIT)	96% of schools in "Good repair" or "exemplary" rating on Facilities Inspection Tool (FIT)	72.5% of schools in "good repair" or "exemplary" rating on Facilities Inspection Tool (FIT)	98% of schools in "good repair" or "exemplary" rating on Facilities Inspection Tool (FIT)
% of students with access to district devices	59.74% of students with district devices checked out to them.	100% students have access to a device	100% of students have access to a device.	100% of students have access to a device.	100% of students with access to district devices

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% LCFF supplemental funding spent by sites	89% of LCFF Supplemental funds spent by sites by end of 19-20	88.79% of LCFF Supplemental funds spent by sites by end of 20-21	86% of LCFF Supplemental funds spent by sites by end of 21-22	92.19& of LCFF Supplemental funds spent by sites by the end of 22-23	95% of LCFF supplemental funds spent by sites by end of 22-23
% LCFF supplemental funding spent by departments	95% of LCFF Supplemental funds spent by departments by end of 19-20	85.57% of LCFF Supplemental funds spent by departments by end of 20-21	86% of LCFF Supplemental funds spent by departments by end of 21-22	89.33% of LCFF Supplemental funds spent by department s by end of 22-23	100% of LCFF Supplemental funds spent by departments by end of 22-23
% of Interdistrict transfers going out of OUSD (versus those coming into the district).	17/18 baseline was set with 422 net transfers exiting OUSD.	Net transfers continued to decline 21/22 to 287 with a net decrease of 32% overall (we saw an 84% decrease in elementary ages student transfers)	Net transfers were steady with 289 net transfers. At this time, Orange Unified continues to combat declining enrolment with having 2% declines (second least decline in the county).	Net transfers continued to decline 22/23 to 167	Less than 200 net transfers out of OUSD on Interdistrict Transfers (resulting in a greater than 50% reduction from the 18/19 school year).

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

4.3 Textbooks were purchased to ensure all students have access to standards aligned curriculum for all subject areas. (no changes to planned actions)
4.5 No changes are necessary.

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

4.3 - Textbooks - Costs were less than anticipated due to extended adoption process for Spanish textbooks, which will now be purchased in July with FY25 funds but will still be implemented in Fall 2024 as anticipated.
4.5 No changes are necessary.

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

4.3 The office of curriculum and instruction worked with all school sites to ensure that 100% of students had accessed to adopted curriculum materials aligned to the California state standards for all subject areas.
4.5 With support from the Office of SCS, school sites have effectively enhanced student engagement and attendance by fostering stronger school connectedness. To further drive our attendance initiatives district-wide, we have adopted the following attendance slogan:

Attendance Celebrations- Each month, four school sites are recognized for achieving the highest attendance rates, while four are also recognized for the most improved attendance.
Team Effort- Our district's attendance slogan, "We Champion Attendance," emphasizes our collective commitment to prioritizing attendance. The Office of SCS maintains regular monitoring of attendance data.
Education- The Office of SCS provides ongoing professional development for school sites and their communities to promote attendance awareness.
New Attendance Process- The Office of SCS has implemented a new attendance process, which is more proactive and incorporates increased site interventions.
Data Chats- The Office of SCS conducts conducts attendance data chats with site administrators regularly to analyze trends and collaborate on strategies for improvement.

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

4.5 No changes are necessary.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

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

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

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

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

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

California Department of Education
November 2023

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
Orange Unified School District	Ernest Gonzalez Superintendent	superintendent@orangeusd.org (714) 628-4487

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Orange Unified School District (OUSD) is an urban district in Orange County with a PK-12 student population of approximately 25,000. Included in this number is students participating in our adult transition program. We have 42 educational sites and serve a student population that is 57.7% Hispanic, 23.7% White, 9.9% Asian, 2.0% Filipino, and 1.3% African-American. 19.2% of our students are English Language Learners, 58.6% are eligible for free and reduced lunch, .6% are foster youth, .7% are homeless, with on over all unduplicated student population of 60.7%. Our parents have a range of educational options from pre-school (state and parent paid), Transitional Kindergarten, K-6, middle schools, a K-8 magnet school, the EDGE Academy, four comprehensive high schools and one alternative high school. We offer dual-language programs in both Mandarin/English and Spanish/English. OUSD also has a Spanish/Computer Science/English immersion program at one elementary site and a second site has been designated as Apple Distinguished School. Students have the opportunity to choose from 26 career pathways across all four of the comprehensive high schools. OUSD has thriving collaborative partnerships with such outstanding colleges and universities as Chapman University, Cal State Fullerton, and Santiago Canyon College. The District offers award winning programs, including six Golden Bell Awards from the California School Board Association, two National Blue Ribbon Schools from the U.S. Department of Education, one Apple Distinguished School, one Model Continuation High School, five National Forum Schools to Watch, two California Civic Learning Awards of Distinction, two National PTA School of Excellence Awards, nine Title I Academic Achievement Award schools, one AVID National Demonstration High School , one AVID Elementary Showcase School, 25 Gold Ribbon and 21 Distinguished School Awards from the California Department of Education. McPherson Magnet, Crescent Elementary and Villa Park High School are Project Lead the Way Model Schools, and we have four elementary schools that earned the Civic Learning Award of Merit. Portola and Yorba Middle Schools are Verizon Innovative Learning Schools, the first schools to receive this recognition in Orange County. As evidenced by our numerous recognitions, OUSD demonstrates our ongoing commitment to our vision of inspiring our learners of today to be purposeful leaders of tomorrow, through a lens of integrity, respect, excellence and equity as core values. OUSD boasts 100% of teachers are Highly Qualified, and the district has a graduation rate of 94.5%, significantly higher than the state graduation rate of 84.5%. The LCAP requires that districts report all schools receiving LCFF Equity Multiplier Funds. The LCFF Equity Multiplier offers additional funds to school districts for distribution to schools that met non-stability and socioeconomically disadvantaged student criteria in the previous school year. These funds are designated for implementing evidence-based services and supports for students at these schools. Starting with the 2024-25 LCAP, districts are required to document initiatives aimed at enhancing student outcomes at these schools. Currently, OUSD has two schools receiving Equity Multiplier funds, Richland Continuation High School and Community Day School. In Both schools have met the criteria, having non-stability rates greater than 25 percent and socioeconomically disadvantaged pupil rates greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report for 2022-2023. Richland has a non-stability rate of 75.27% and a socioeconomically disadvantaged rate of 82.91%. Community Day School (CDS) has a non-stability rate of 57.14% and a socioeconomically disadvantaged rate of 80.95%. More details are provided in subsequent sections There is also an Equity Multiplier Goal (#4) that addresses actions related to improving student outcomes for the schools identified to receive these funds.

Reflections: Annual Performance

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

Orange Unified School District remains dedicated to preparing each student for success in college, career, and life, underscored by rigorous academics and community partnerships. In our commitment to ongoing improvement, staff, and educational partners engaged in thoughtful reflection on the data and practices from the 2023-2024 school year to address the unique needs of students across our district. We have restructured our Plan to reflect the California Dashboard, a change from the previous alignment to our district strategic plan. The goals, actions, services, and expenditures for the 2024-2025 FUSD LCAP are aligned with state and local priorities, shaped significantly by feedback from our educational partners.

The district saw many successes including the following:
Orange USD made positive improvements on the 2022-2023 CAASPP assessments. Overall,there was an increase in the Met or Exceed standard by 2.2% in ELA and 3.88% in Math, the highest gain among all unified school districts in Orange County. Highlights from 2022--2023 CAASPP testing include the following:
1. Twenty-three schools increased the Met or Exceed standard percentage in English Language Arts
2. Twenty-four schools increased the Met or Exceed standard percentage in Math
2. In the area of ELA—The top three schools are Crescent Elementary School 85.85%, Anaheim Hills Elementary School 83.51%, and Panorama Elementary School 80.08% of the students scoring Met or Exceed standards.
3. In the area of Math—The top three schools are Anaheim Hills Elementary School 83.15%, Crescent Elementary School 79.53%, and Nohl Canyon Elementary School 75.22% of students scoring Met or Exceed standards.
4. English Learner Progress in Green on the Dashboard, with 52.6% of ELs making progress toward English language proficiency. This was a 6.5% increase from the previous year.
5. No schools were identified for Comprehensive Support and Improvement (CSI).
There was a significant improvement in Math, with twenty-four of our schools showing significant increase in this area. Educational Services continued to focus on math for district professional development during the 2023/24 school year. Elementary training focused on Visible learning in Mathematics and Secondary training centered around Building Thinking classrooms. This will continue into the 2024/25 school year. In addition, OUSD has significantly fewer schools in ATSI than in the previous year. We attribute this to an in-depth analysis of our dashboard data that allows principals to fully understand what is needed to show growth.

While OUSD experienced notable successes, several challenges emerged in the past three years, both within our district and at school sites. Despite showing some growth in student results on the CAASPP, our desired outcomes were not fully achieved. Data shows that there is still much work to be done supporting English Learners especially in ELA. A focus will be directed towards Long Term English Learners and Newcomers in 2024/25. Nine schools are currently identified as ATSI:
OUSD Home School - Hispanic/Chronic Absenteeism; ALL/Chronic Absenteeism
Richland HS - English Learners/Suspension, College/Career, Students w/Disabilities/Suspension; ALL/Math, College and Career, ELPI; SED/Math, College and Career; HIspanic/Math, College and Career
California Elementary - Students w/Disabilities/Chronic Absenteeism, White/Chronic Absenteeism
Fletcher Elementary - Students w/Disabilities/Chronic Absenteeism
Lampson Elementary - Students w/Disabilities/Chronic Absenteeism
Palmyra Elementary - White/Chronic Absenteeism; EL/Chronic Absenteeism

Prospect Elementary - Students w/Disabilities/Chronic Absenteeism, Math, ELA; AA/Chronic Absenteeism; English Learners/Chronic Absenteeism; Students w/Disabilities/Chronic Absenteeism; Hispanic/Chronic Absenteeism
Cerro Villa Middle - English Learners/Suspension, ELA, Math; Students w/Disabilities/ELA, Math; White/Chronic Absenteeism; SED/Suspension; Hispanic/Suspension
Portola - English Learners/Chronic Absenteeism, ELA, Math; Hispanic/Chronic Absenteeism, Suspension, ELA, Math; Students w/Disabilities/Suspension, ELA, Math; Hispanic/ELA, Math, Chronic Absenteeism, Suspension

Additionally, we observed the following:
1. A total of 4,103 students in TK-12th grade were tested on the ELPAC. OUSD scored higher than the State of California on Levels 2, 3 and 4. OUSD scored 5% lower than the State on Level 1. We consider this to be a challenge and are working to improve services to and best practices for our Newcomers. Our next steps include an ongoing focus with middle and high schools to better support Long Term English Learners, implementation of the English Learner Best Practices Tool to measure student engagement, reflection on data to analyze growth and plan for improvement, increased utilization of ELPAC interim assessments, and increased teacher professional development opportunities.
2. For our special education populations, 16 schools increased their Met or Exceed Standard percentage in ELA, and 17 schools increased this percentage in Math. This is a success, as we continually strive to improve the academic achievement and growth for out students with special needs. The next steps include monthly principal data chats specifically centered on this subgroup, monthly student achievement action plan meetings, utilizing SBAC and CAA Interim Assessments and Accommodations, and providing professional development on assessment standards as they relate to special education.
3. Foster Youth is identified for technical assistance (DA) in the area of suspension, ELA and Math. To improve performance in these areas for this subgroup, Student Community Services will continually monitor suspension rates and work collaboratively with the group home or foster family to improve the situation. They are also working with site administration to support in this area.

The 2023 California Dashboard yields the following data:
Schools within OUSD that received the lowest performance level on one or more state indicators:
Sycamore Elementary - Chronic Absenteeism
Prospect Elementary - Chronic Absenteeism
Portola Middle School - Chronic Absenteeism, Mathematics
Yorba Middle School - Chronic Absenteeism, Suspension Rate
Richland High School - EL Progress, College/Career, Mathematics
Orange High School - Mathematics
EDGE - Chronic Absenteeism
Home School - Chronic Absenteeism

Student groups within OUSD that received the lowest performance level on one or more state indicators:
Foster Youth - Suspension Rate, ELA, Mathematics

Student groups within a school that received the lowest performance level on one or more state indicators:

California Elementary: Students w/Disabilities - Chronic Absenteeism; White - Chronic Absenteeism
Cambridge Elementary: English Learners - ELA
Crescent Elementary: English Learners - Chronic Absenteeism
Esplanade Elementary: Students w/Disabilities - ELA
Fairhaven Elementary: Students w/Disabilities - Mathematics
Fletcher Elementary: Students w/Disabilities - Chronic Absenteeism
Imperial Elementary: Students w/Disabilities - Chronic Absenteeism, ELA, Mathematics; SED/Chronic Absenteeism; Hispanic/Chronic Absenteeism
La Veta Elementary: Students w/Disabilities - Chronic Absenteeism, Mathematics; White/Chronic Absenteeism
Lampson Elementary: Students w/Disabilities - Chronic Absenteeism
LInda Vista Elementary: Two or More Races - Chronic Absenteeism
Nohl Canyon Elementary: Students w/Disabilities - Suspension Rate
Palmyra Elementary: English Learners - Chronic Absenteeism; White - Chronic Absenteeism
Prospect Elementary: All Students - Chronic Absenteeism; English Learners - Chronic Absenteeism, Socioeconomically Disadvantaged - Chronic Absenteeism; Students w/Disabilities - Chronic Absenteeism, ELA, Mathematics; Hispanic - Chronic Absenteeism
Sycamore Elementary: All Students - Chronic Absenteeism; English Learners - Chronic Absenteeism; Students w/Disabilities - Chronic Absenteeism, ELA
Taft Elementary: Students w/Disabilities - ELA
Villa Park Elementary: Socioeconomically Disadvantaged - Chronic Absenteeism; Students w/Disabilities - Chronic Absenteeism; Hispanic - Chronic Absenteeism
West Orange Elementary: Students w/Disabilities - Chronic Absenteeism

Cerro Villa Middle School: English Learners - Suspension Rate, ELA, Mathematics; Students w/Disabilities - ELA, Mathematics; Hispanic - Suspension Rate; White - Chronic Absenteeism; SED/Suspension
Portola Middle School: All Students - Chronic Absenteeism, Mathematics; English Learners - Chronic Absenteeism, ELA, Math; Socioeconomically Disadvantaged - Mathematics, Chronic Absenteeism; Students w/Disabilities - ELA, Math, Suspension; Hispanic - Mathematics, ELA, Suspension, Chronic Absenteeism
Yorba Middle School: All Students - Chronic Absenteeism, Suspension; English Learners - Chronic Absenteeism, Suspension Rate, ELA; Socioeconomically Disadvantaged - Suspension Rate; Students w/Disabilities - Chronic Absenteeism, Suspension Rate; Hispanic - Chronic Absenteeism, Suspension Rate

Canyon High School: Students w/Disabilities - ELA, Mathematics
Orange High School: All Students - Mathematics; English Learners - ELA; Socioeconomically Disadvantaged - ELA, Mathematics; Students w/Disabilities - College/Career; Hispanic - Mathematics
Villa Park High School: English Learners - Suspension Rate, ELA, Mathematics; Students w/Disabilities - Suspension Rate, ELA
Richland Continuation High School: All Students - ELPI, Mathematics, College and Career; English Learners - Suspension Rate, College/Career; Socioeconomically Disadvantaged - College/Career Mathematics; Students w/Disabilities - Suspension Rate; Hispanic - Mathematics, College and Career
OUSD EDGE: All Students - Chronic Absenteeism; Socioeconomically Disadvantaged - Chronic Absenteeism; Hispanic - Chronic Absenteeism; White - Chronic Absenteeism, Mathematics

OUSD Home School: All Students - Chronic Absenteeism; Hispanic - Chronic Absenteeism

Actions that directly address these groups are:
Goal 1, Actions 1.3, 1.4, 1.7, 1.9
Goal 2, Actions 2.3
Goal 3, Actions 3.3, 3.4, 3.5, 3.7 3.16, 3.19
Goal 4 (Equity Multiplier), Action 1 (specifically for Richland Continuation and CDS)

OUSD is addressing the identified needs of student groups and schools within the LCAP through the following means:
The Executive Director of Student Achievement meets with the principal at every site after the release of data to review the California Dashboard, specifically to discuss areas of strength and concern. The Director creates a table for each site that includes percentages needed to move to the next color and what needs to happen in order to not move down a color. For example, to address a Red for Chronic Absenteeism for Students with Disabilities at a specific site, she would include in the plan, "School declined by 3% from last year. The site cannot have more than 16 students who are chronically absent in order to move out of Red." The Director and the Principal work collaboratively to develop a plan based on these comments that includes what the site needs to do and which students, specifically, are the target for the specific action. Mid-year checks will occur sometime in January, 2025 to make adjustments as needed. Each school site also has a watch list of areas and subgroups that could potentially move negatively. A corresponding action for these "watch list" group is also discussed with each principal.

The Executive Director of Curriculum (and team) provide professional development in the areas of ELA and Math to support our teachers with best practices to improve student achievement in these areas. She collaborates with the Administrator of Instructional Mentoring to create informative sessions that are appropriate for elementary and secondary teachers. The Administrator of Multilingual Student Services specifically provides input for teachers of English Learners in these professional development plans and also works with a team of TOSAs to provide direct support to teachers in practices to enhance instruction for all levels of ELs, with an emphasis in 2024/25 on LTELs and Newcomers.

The Office of Student and Community Services (SCS) addresses the needs of all students in the district, including Homeless and Foster Youth. This department has created a spreadsheet for every school site that include students who are chronically absent and those near the threshold of becoming chronically absent. A Coordinator from SCS meets with every site principal to review the list of students and discuss how they may be of assistance in getting the student to school. For example, in extreme cases, SCS will do a home visit and meet with the family to discuss attendance and develop a plan for getting to school on a regular basis. The Coordinator for Foster Youth reaches out to all foster families to ensure there is an understanding of school attendance and provides any supports needed to assist the family. SCS also has a Psychologist on Special Assignment who is available to work with any families who need social/emotional/psychological support for a child so that they can attend school consistently. Mental health counselors at all sites is an integral part of our LCAP. Support in this area is always a top priority for parents/families on our annual survey and in focus groups.

OUSD received the California Community Schools Partnership Program grant, Cohort 1, in the 2022/23 school year. Schools in this Cohort 1 include California, Cambridge, Esplanade, Fairhaven, Handy, Jordan, Lampson, Prospect, Sycamore, Taft and West Orange. Cohort 2, Portola Middle School and Yorba Middle School, began implementation in 2023/24. An application was submitted for Palmyra Elementary

and Orange High School for Cohort 3 in the 2023/24 school year, for implementation beginning in 2024/25. As of April, 2024, there has been no notification from CDE regarding the status of the grant for Cohort 3 applicants.
Our implementation grants include adding a Community Lead for each school. This position is crucial in connecting with families and the broader school community.

Reflections: Technical Assistance

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

Orange Unified receives technical assistance (DA) from the Orange County Department of Education for students designated as foster youth based on the results of the 2023 California School Dashboard. Results indicated that Foster Youth has a 34% rate in Chronic Absenteeism.

In collabroation with the OCDE DA team, the Department of Student Achievement and Technology has developed three actions to address Differentiated Assistance for our Foster Youth subgroup. Action 1 (to be completed by March 21, 2024), includes collaborating with IT to develop the LTEL subgroup on all dashboards in order to analyze the data and create a plan for all, including Foster Youth. OUSD will work with MMARS to include the subgroup so that we can have a projection by August, 2024. Action Two (estimated completion May 31, 2024) involves sharing of the LTEL Plan/Results with all sites at a scheduled Principals' meeting. Action 3 (estimated completion by the end of August, 2024), will use the projection from MMARS to create a plan for the 2024/25 school year. This will be shared with all site leaders at one of the first Principals' meetings of the school year.

Our data in the Foster Youth subgroup indicates we are Red in Suspension Rate, ELA and Math. An analysis of the data indicates that in order to change color in Suspension Rate (15.80%), we need to decline by 2%. Our target color is Orange; to achieve this, we must decline by 0.3% bringing our percentage down to 15.5. For ELA and Math, we are currently monitoring iReady data . The Coordinator of Foster and Homeless Youth and the Executive Director of Student Achievement work collaboratively to continuously monitor the data to check on progress of this subgroup.

To address our one school that was identified for CSI in 2022/23 (Cambridge Elementary), the Executive Director of Student Achievement and the Director of Accountability met with the site principal to review the data from the California School Dashboard. They worked with the principal on choosing a needs assessment most appropriate for the site. The principal was guided through the root cause analysis process which was done with the staff and parents. This process helped to identify inequities. From there, the site's leadership team researched evidence-based interventions to support the identified needs. Evidence interventions are programs or practices that have documented, evidence of effectiveness. These programs and practices use a variety of strategies, policies and services, and their effectiveness is informed by research and evaluation. At Cambridge Elementary, small group instruction on specific strategies was one research-based intervention used to support student achievement. District staff and the site principal met each trimester to discuss budget, accountability, sustainability and on-going effectiveness of the interventions.

The Executive Director of Student Achievement met with the site principal on three occasions to discuss current assessment data. This included iReady unit assessments and pre/post teacher created "T" charts of results. Based on iReady diagnostic reports, students were

placed in small groups for support on specific domains. The results after 6 to 8 intervals were used to monitor progress. Based on the results, predictions were made of how students would do on the CAASPP in ELA and Math. Specifically to support math, the district's Teacher on Special Assignment for Math worked collaboratively with this site to provide additional professional development for teachers to support struggling students. The district's GLAD experts also provided professional development in the area of English Language Development for Social Studies to support designated ELD.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Accountability LCAP	The Office of Accountability met on February 7, 2024 to begin the process of making changes to the 2024/27 LCAP. Changes included moving from four goals to three to align with the California Dashboard.
Community Schools Steering Committee	In an effort to be transparent regarding additional funding and services to some sites, OUSD included the Community Schools Grant into the LCAP. During steering committee committees, actions were discussed that might eventually braid funding after the duration of the grant. Meetings were held on the following dates: October 26, 2023 November 30, 2023 February 29, 2024 April 25, 2024
Curriculum Council	Curriculum council consists of teachers, staff and administrators to collaborate on matters of curriculum, adoptions and other school needs. LCAP actions are part of the discussion as many of the topics are part of actions within the LCAP. The Curriculum Council met on the following dates: September 25, 2023 October 24, 2023 November 28, 2023 January 31, 2024 February 27, 2024

Educational Partner(s)	Process for Engagement
	April 23, 2024 May 28, 2024 Regular LCAP updates were provided to the Council by our Assistant Superintendent of Educational Services at the beginning of each meeting. The Council provided ongoing input in the areas of curriculum and professional development.
District Advisory Committee (DAC)	OUSD participates alongside parents and community members in the District Advisory Council (DAC). DAC consist of parent representatives from each school, and they learn about the LCAP process and provide input on the actions. Members provide input through the LCAP survey. They also gave input on the LCAP survey itself and its effectiveness on reaching all educational partners. DAC members discuss the overall implementation and effectiveness of state and federal programs in OUSD. OUSD District Staff consulted with the District Advisory Committee (DAC) and shared which actions within the LCAP are currently focused on academic support and intervention. Parents were asked to provide feedback on what continues to be a high priority districtwide and at their school sites in order to close achievement gaps. After-school enrichment, continued communication between school and home and counselor support at each site were priorities. DAC met on the following dates: October 25, 2023 January 24, 2024 March 20, 2024 May 22, 2024
District English Language Advisory Committee (DELAC)	DELAC, which is comprised of parent representatives from each school site attended several meetings throughout the year to receive information on the LCAP, goals, and actions. They learn about Title I programs and academic support programs for all students, including services for English Learners and Long-Term English Learners.They provided valuable feedback in person, via online surveys, and through activities conducted at the meetings. Parents participated in group discussions where they focused on the strengths and needs of their

Educational Partner(s)	Process for Engagement
	schools as they relate to academic support and intervention. Within parent discussions, parents emphasized the need for parent spaces at their school sites that give them access to parent workshops, resources, and information needed to support students' academic success. DELAC parents also stressed the need for after-school tutoring and the desire for continued parent/family workshops.DELAC meetings occurred on the following dates: September 15, 2023 December 8, 2023 March 8, 2024 May 17, 2024
Early Learning Parent Advisory Committee	Early Learning is an integral part of our LCAP plan as OUSD builds a foundation for supporting children 0 to 5 years old. Input from parents, teachers and administrators is critical in how we structure programs and facilities to meet the needs to a younger demographic. Actions were added to the LCAP to support teachers with professional development focused on this age group. Meetings were held on the following dates: December 6, 2023 December 14, 2023 January 16, 2024 January 23, 2024 February 9, 2024 February 29, 2024 March 12, 2024 March 28, 2024 April 11, 2024 May 9, 2024
Educational Technology Advisory Committee (ETAC)	The Office of Educational Technology meets with parents to better understand the technology needs of students, including software and apps, both at school and at home. Their input provides feedback to support funding on a variety of programs across the curriculum. The ETAC committee met on the following dates:

Educational Partner(s)	Process for Engagement
	November 16, 2023 January 18, 2024 April 11, 2024 May 30, 2024
Foster Connections (Foster Youth)	OUSD receives Technical Assistance for our Foster Youth in the area of Chronic Absenteeism. Feedback from foster parents and agencies help OUSD to include actions in the LCAP directly related to supporting these students. Supplies and mentors are two examples of actions that principally support our foster youth. The committee met on the following dates: September 13, 2023 November 1, 2023 February 21, 2024 May 1, 2024
Gifted and Talented Education (GATE) Community Advisory Committee	Parents of Gifted and Talented Students are invited to attend GATE meetings to give input on the needs of these students. GATE enrichment and assessment are included as actions within the LCAP. The GATE committee met on the following dates; October 23, 2023 February 5, 2024 March 18, 2024 Regular LCAP updates were provided to the GATE CAC and input was solicited in the areas of curriculum, instruction, assessment, and teacher preparation.
Elementary Principals' Meetings	Our district engaged Principals/ Administrators through monthly district Principals' Meetings, both elementary and secondary to have meaningful conversations around the LCAP services/ actions and to gather feedback/input to ensure the Cycle of Continuous Improvement. Ongoing collaboration with administration focused on the need for students to receive more academic support such as intervention, summer enrichment, tutoring; professional development

Educational Partner(s)	Process for Engagement
	for teachers on effective instructional strategies, integration of technology and state standards; mental and behavioral support; school counselors support; and college and career exposures. Elementary principals met on the following dates: August 8, 2023 September 11, 2023 October 10, 2023 January 9, 2024 February 13, 2024 March 12, 2024 April 9, 2024 May 7, 2024 Secondary principals met on the following dates: September 11, 2023 December 4, 2023 February 26, 2024 April 8, 2024 May 20, 2024
Special Education Community Advisory Committee (CAC)/SELPA (Special Education Local Plan Area)	SELPA administrator participated in meetings to provide feedback about LCAP actions pertaining to students with disabilities. LCAP actions/updates were discussed with area SELPA on the following dates: November 14, 2023 April 1, 2024
Superintendent's Forum (OUSD Staff only)	The Superintendent's Forum meets once a month to provide updates to staff on pertinent issues in the district. The superintendent solicits feedback from participants which he shares with all departments on areas that impact actions in the LCAP. The meetings took place on the following dates: September 6, 2023 November 1, 2023

Educational Partner(s)	Process for Engagement
	February 7, 2024 March 6, 2024 May 1, 2024
Meeting with Collective Bargaining Units	Association educational partners, including those at sites receiving the equity multiplier funding, provided input on their priorities to better address the actions and services aligned to conditions of learning, engagement, and student outcomes. Meetings were held with association leaders on the following dates: CSEA-May 29, 2024 OUEA-May 29, 2024
Educational Services Meetings (OUSD District Staff only)	Meetings were held monthly with all ed services administration responsible for their respective goals and actions within the LCAP to discuss the levels of implementation of the goals/actions, effectiveness or ineffectiveness of the goals/actions, and plans for changes or improvement to the goals/ actions. The ongoing collaboration with directors and administrators informed the LCAP Midyear Reporting in addition to the development of the new 2024-2024 LCAP. Ed Services meetings were held on the following dates: August 7, 2023 September 11, 2023 November 6, 2023 February 5, 2024 April 15, 2024 May 13, 2024 June 24, 2024
Equity Multiplier	Once the district was notified of the two schools identified for Equity Multiplier funding–Community Day School (CDS) and Richland Continuation High School–a plan of action was put in place: 1.) The district notified the respective schools and site administrators. 2.) The district scheduled an initial consultation to meet with the two schools to discuss the nonstability rates and the lowest performance areas as indicated on the California School Dashboard.

Educational Partner(s)	Process for Engagement
	3.) The follow up consultation meetings Richland included collaboration with the Executive Director of Technology and Student Achievement, Director of Accountability, Administrator of Multilingual Services and the site administrator. Together, the team reviewed the Dashboard data and discussed the low performance area in EL Progress, Math and Chronic Absenteeism, specifically with the Hispanic group in order to create a focus goal in the LCAP. Once the team drafted a focus goal, the site administrator met with their leadership team and school site council (SSC) to share the focus goal and provided opportunity for feedback/ input. 4.) The follow up consultation meeting for Community Day School included collaboration with Executive Director of Technology and Student Achievement, Director of Accountability, Administrator of Multilingual Services and the site administrator. Together, the team reviewed local data as no Dashboard data was available due to the small number of students. Engagement and attendance was determined to be the main areas of focus. The team created a focus goal in the LCAP (Goal 4) to expose students to dual enrollment courses at Richland and additional counseling at both sites. 5.) At the district committee meetings–DAC and DELAC, information about Equity Multiplier fundings and eligible schools was presented. Equity Multiplier focused goals. The team met for Richland on the following dates: March 19, 2024 April 5, 2024 April 25, 2024 May 9, 2024 May 15, 2024 The team met for CDS on March 11, 2024.

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

Orange Unified School District strategically planned educational partner engagement meetings for the purposes of informing the District's LCAP. The process began at the onset of the school year, and concluded with the presentation to the Board of Education. The educational partners consist of, but are not limited to, students, teachers, principals, other school personnel, local bargaining units, parents, community members and other advisory groups such as District Advisory Committee, the District English Learner Advisory Committee, the Superintendent's Forum, Curriculum Council, Educational Technology Advisory Council, Foster Connections and GATE Community Advisory Committee. The overall engagement process included efforts to reach our educational partners with limited internet access and/or those who spoke languages other than English. During these meetings, partners provided input that was disaggregated and analyzed by district staff before finalizing the LCAP. Community voice was critical and, as such, the District engaged with partners in the 2023-24 school year through a variety of methods. Those methods included in-person meetings, remote and virtual meetings, Board presentations, and live streaming of Board meetings. Additionally, the District administered surveys, conducted focus groups, responded to telephone calls, sent, and responded to electronic emails, mailed letters to applicable groups, and transmitted messages via the District's communication system.

Each school site conducted at least one in-person or virtual focus group discussion to dialogue about areas of success and areas in need of improvement. This two-way communication proved a valuable asset not only in LCAP planning, but also in providing principals with valuable information to inform School Plans for Student Achievement. A district focus group comprised of parents from various schools and community organizations was conducted to contribute additional perspective and insight into overall district successes and challenges. The District Advisory Committee, District English Learner Advisory Council, and Special Education Community Advisory Committee were invaluable in ensuring that our LCAP is reflective of our district vision for our educational programs and representative of the needs of our significant subgroups. A district wide on-line survey of parents, students and staff was once again distributed to gain additional information to formulate the goals and actions of our LCAP. Additionally, information was posted on the OUSD website and on social media to inform stakeholders regarding the survey. Phone messaging was used to reach stakeholders. The survey was posted on the OUSD web page, promoted in administrative and parent meetings, via social media and phone messaging and was published in English, Spanish and Vietnamese. Our students in grades 5 through 12 accessed the survey digitally on the MyOUSD Dashboard. The format featured personalized questions based on the grade span of the student. We continued offering a different survey to our elementary and secondary students to capture the unique points of view at the different grade levels. Our Accountability Department provided sites with weekly updates on number of respondents to the survey to help administrators monitor and promote the survey. The results of the survey were analyzed and shared with partners, including parents, teachers, administrators and other staff.

The Curriculum department met with different focus groups this year that involved a variety of educational partners (staff, parents, community members, business partners) including focus groups around Career Technical Education, Gifted and Talented Education, and the District Advisory Council. Curriculum Council also gave input and staff completed surveys to provide additional feedback. The Curriculum department met monthly with their CTE Partnership with OCDE, SAUSD, and GGUSD for input. CTE Sector Advisory meetings were held to gather input from staff and business partners and the CTE Advisory Committee met to gather input from staff, parents, business partners and post-secondary partners. Student and Community Services met with various county agencies and community members throughout the school year. Partnering with social services, OCDE, Guardian Scholars at local universities and community colleges, we received support on graduation and FAFSA completion. Foster Connections met multiple times during the year to discuss topics relevant to caring for students in the OUSD educational system. Bi-monthly meetings with Friendly Center (local resource agency) were held to collaborate with supporting our McKinney-Vento families and providing them services/support to help increase attendance and basic needs.

In the Spring, all departments collaborate to review the actions and discuss whether any need to be changed or eliminated. The Office of Accountability shares LCAP survey and focus group data so that the Ed Services team can formulate new actions, if appropriate. This year, Action 1.5, Outside Professional Services, was eliminated because, moving forward, OUSD will utilize internal staff for professional development rather than contract to outside consultants whenever possible. Training to Support Diverse Learners, Action 3.9 was taken out of the LCAP for the same reason. Lastly, Action 3.11, Opportunities and Access Task Force is not longer active. New to the 2024/25 LCAP are the following actions: 1.16 Elementary Resource Teachers, 1.26 Individual Site LTEL Support, 2.2 Expanded Learning and Summer Enrichment, 3.21 Community Schools, 3.22 Early Learning Partnerships and 4.1 School Site Equity Multiplier Allocations. Expanded Learning, Community Schools and Equity Multiplier actions do not utilize LCFF funds, but were included to provide transparency regarding current programming. Resource teachers address the need for additional support for students not at grade level. Additional Concentration funds will be used for this action.

OUSD is participating in the Community School Partnership Program grant. Cohort 1 began implementation in 2022/23 and consists of California, Cambridge, Esplanade, Handy, Jordan, Lampson, Prospect, Sycamore, Taft and West Orange. Cohort 2, consisting of Portola Middle and Yorba Middle, began implementation in 2023/24. An application for participation for Palmyra Elementary and Orange High School in Cohort 3 was submitted in 2023/24, but as of April, 2024, no notification has been given as to the status of the application. Grant funds were used to add a Community Lead and Counselor for each site. Based on feedback on the LCAP survey and the Climate Survey, school counselors are a top priority. Although these are funded through CCSPP and not LCFF, they support Action 3.6 in our LCAP. The Community Lead provides resources to our students and families that vary from basic needs to academic tutoring . They also present workshops based on topics of interest generated from our parents and families.

The on-line LCAP survey generated approximately 12,993 responses during a three month window. The survey was designed to address the four OUSD Focus Areas: Excellence in Academics and Leadership, Dedicated and Engaged Communication, Genuine Wellness and Safety and Efficient Utilization of Fiscal Capital. School site and district focus groups also contributed feedback in the four areas. The 2024-25 LCAP will no longer contain these focus areas, but will align to the three goals in the California Dashboard. Feedback and input in the focus areas will be transferred to the appropriate new goal in the coming school year.
A summary of the feedback from educational stakeholders indicated that access to enrichment, intervention support and college/career preparedness were three of the highest priorities in our Focus Area 1 of the OUSD Strategic Plan. These are represented in actions 1.9 (College and Career Readiness), 1.12 (Science Center), 1.17 (AP, IB, STEM and VAPA), and 1.23(STEAM Education). In detail, our stakeholders felt that our students have many opportunities to be confident and respectful communicators, as well as, socially responsible and civically minded citizens. Mental health support via counselors and psychologists was important along with supporting our students in making choices for college and career.

For Focus Area 2, Engagement, our parents shared that they would like more information on how to support students at home and how to be more involved in their child's education. Actions 3.14 (Parent and Family Engagement), 3.17 (Parent iPad Academy), and 3.20 (Support for EL and Low Income Families) in the LCAP are actions that directly correspond to their feedback. 89% of the parents/community selected the option of "the school communicates effectively about grades, assignments and academic performance", 88% felt "the school regularly informs parents of ways they can be involved at school" and 86% said "there's a staff member who listens when parents have something to say." The survey provided crucial information in how we can be more supportive as parents suggested 1) more events offered in the evening, 2) more information on how to support students with homework at home, and 3) more information on the different involvement opportunities at the school sites. Our Accountability department, specifically our TOSA of Parent/Community Engagement learned that the

priority for workshop topics is 1) social and emotional needs of children, 2) digital learning platforms, 3) college and career preparation and 4) communicating effectively with children. These will be part of our 2024/25 Parent and Family Engagement plan.

Well-being and Safety, Focus Area 3, included feedback that student wellness and safety protocols were top priorities. The inclusion of actions 3.13 (Climate Survey), 3.5 (Safe and Welcoming Schools), 3.6 (Counseling Services), 3.8 (Technology, Safety and Security), 3.11 (Additional Health Services) and 3.12 (Student Intervention Resources and Support) demonstrate inclusion of stakeholder feedback in our LCAP. Based on this feedback, California Community Schools Partnership Program grant funds are used for counselors to support mental health for students and community leads to ensure a safe, welcoming environment for our families.

Finally, Focus Area 4, Efficient Use of Fiscal Capital, supported up-to-date technology for both staff and students. Although Goal 4 is specifically dedicated to Equity Multiplier in our 2024/25 LCAP, actions 1.25 and 3.8 support our stakeholders' priority of up-to-date technology that encompasses devices along with cyber security measures to keep our students safe. These actions were previously tied to fiscal responsibility but were moved to new goals.

Equity Multiplier funding for two schools in OUSD (Richland Continuation High School and Community Day School) allowed for additional engagement from educational partners at the district and school levels. Each of the sites met with students, staff and parents to share how the funds were generated and the requirements that they be spent on evidence-based services and supports for students at the school sites. The discussions centered around how to motivate the students to come to school which addresses chronic absenteeism and ultimately access to broad course of study and A-G participation. The input contributed towards the following actions at Richland: utilizing a district TOSA to train teachers on GLAD strategies, adding an extra section for a certificated teacher to facilitate a dual enrollment class (Counseling 100), and providing an additional counselor to address attendance and PBIS. Community Day School will dedicate their funds to add a part time counselor to work directly with students to support emotional and social needs.

The Superintendent and the Executive Director of Accountability presented the draft of the LCAP to the District Advisory Committee (DAC) on May 22nd, 2024. The presentation encompassed the LCAP process, fiscal updates, stakeholder feedback with emerging themes based on the feedback of stakeholder groups, and an opportunity for educational partners to provide written feedback regarding the 2024-25 LCAP draft. A copy of the 2024-25 LCAP draft was disseminated to the committee members for their review. They were then given opportunities to write questions and comments to the Superintendent regarding the LCAP draft at a DAC and DELAC meeting. The Superintendent responds to all of the questions posed by the various educational partners in writing, when appropriate. The document with answered questions and comments was translated and uploaded to our OUSD website for our District English Learner Advisory Committee. The public hearing date for the 2024-2025 LCAP was May 23rd, 2024 with local Board approval on June 13, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Performance: Orange Unified is focused on continuous improvement of student academic outcomes to prepare them for success for college and/or career.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through ongoing data analysis, both formative and summative throughout the year, our students show a need for a continued and deliberate focus on creating and establishing equitable systems to improve overall student outcomes. Academic data from our 2023 Smarter Balanced Assessments (state testing) showed that mathematics continues to be an area of concern across most grade levels and among specific student groups such as our Foster Youth, who also have needs to be met in English Language Arts. This student group has put us into Differentiated Assistance with the State of California. Overall our English Language Arts assessments showed that we continue to grow, but as we review our local data through the Differentiated Assistance guidance from Orange County Department of Education, we know our groups such as our students with special needs, English Learners, homeless, and economically disadvantaged are the most vulnerable and require additional supports to improve overall student outcomes. We also continually reflect on course offerings to ensure access, variety and rigor so that our graduates are well prepared for college and career. An internal equity audit of the master schedule is conducted annually with our schools to ensure all our student groups have equitable access and opportunities to succeed. Through focused professional learning opportunities and focused supports such as specialists for English Learners, Foster Youth, CTE pathways and Early Learning are all focused to ensure success and equitable access for all students from PK-12th grade. To aid in the monitoring of our progress our Student Achievement and Educational Measurement department is collaborating with all our departments in our Educational Services division in coordinating benchmark assessments to ensure our students are on track to improve outcomes. In regards to our Pre-K students the DRDP, or the Desired Results Developmental Results has demonstrated a shift in our youngest learners. We are in the midst of an expansion in early learning where next year almost all four year olds will be in TK which leaves mostly three year olds in the Pre-K program, which will shift the results of our DRDP year to year. So we caution the comparison of the data year to year as we are going through the shift in our youngest grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC / CAA / LTEL (ELA) & CA Dashboard ELA Increase 3% Proficiency & 3 Status Points Change (Green) Yearly	2022-23 CAASPP 56.89% of OUSD students met or exceeded the standard on the ELA Smarter Balanced Assessment. 6.97% of English Learners met or exceeded the standard on ELA Smarter Balanced Assessment. 43.06% of Economically Disadvantaged students met or exceeded the standard on ELA Smarter Balanced Assessment. 43.17% of Hispanic students met or exceeded standards on the ELA Smarter Balanced Assessment 23.07% of Foster Youth students met or exceeded the standard on ELA Smarter Balanced Assessment 10.32% of students with disabilities met or exceeded the CAA ELA No dashboard data available for SBAC for LTELs until December 2024.			(3%) X3 /Dashboard 3 points x3 2025-26 Result 65.89% of OUSD students met or exceeded the standard on the ELA Smarter Balanced Assessment. 15.97% of English Learners met or exceeded the standard on ELA Smarter Balanced Assessment. 52.06% of Economically Disadvantaged students met or exceeded the standard on ELA Smarter Balanced Assessment. 52.17% of Hispanic students met or exceeded standards on the ELA Smarter Balanced Assessment 32.07% of Foster Youth students met or exceeded the standard on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 CA Dashboard ELA Academic Indicator Status Points (Change) = 7 (+6.7)			ELA Smarter Balanced Assessment 19.32% of students with disabilities met or exceeded the CAA ELA LTELs - TBD 2025-26 CA Dashboard Academic Indicator Status Points: 16 points above standard (Green)	
1.2	SBAC / CAA / LTEL (MATH) & CA Dashboard MATH Increase 3% Proficiency 3 Status Points Change (Green) Yearly	2022-23 CAASPP 43.65% of OUSD students met or exceeded the standard on the Math Smarter Balanced Assessment. 5.96% of English Learners met or exceeded the standard on Math Smarter Balanced Assessment. 28.27% of Economically Disadvantaged students met or exceeded the standard on the Math Smarter Balanced Assessment. 28.02% of Hispanic students met or			(3%) x3/Dashboard 3 points x3 2025-26 52.65% of OUSD students met or exceeded the standard on the Math Smarter Balanced Assessment. 14.96% of English Learners met or exceeded the standard on Math Smarter Balanced Assessment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded the ELA Smarter Balanced Assessment standard. 18.42% of Foster Youth students met or exceeded the ELA Smarter Balanced Assessment standard. 3.25% of students with disabilities met or exceeded the CAA Mathematics No dashboard data available for SBAC for LTELs until December 2024. 2022-23 CA Dashboard Math Academic Indicator Status Points: 30.2 points below standard (Yellow)			37.27% of Economically Disadvantaged students met or exceeded the standard on the Math Smarter Balanced Assessment. 37.02% of Hispanic students met or exceeded the ELA Smarter Balanced Assessment standard. 27.42% of Foster Youth students met or exceeded the ELA Smarter Balanced Assessment standard. 12.25% of students with disabilities met or exceeded the CAA Mathematics LTELs - TBD 2025-26 CA Dashboard Academic Indicator Status Points: 21.2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					points below standard (Green)	
1.3	Percentage of students meeting A-G requirements Increase 3% Yearly	2022-23 41.3 % of students met A-G requirements.			(3%) x3 2025-26 50.3 % of students met A-G requirements.	
1.4	Percentage of students completing a CTE Pathway Increase 1% Yearly	2022-23 38% students have completed a CTE pathway.			(1%) x3 2025-26 41% of students have completed a CTE pathway.	
1.5	(District & Site) Learning Walk: Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards	For 2023/24 school year: The following data is from Learning Walks: Evidence of Learning Intentions: Posted 79.5% Evident in Teacher Talk 27.5% Evident in Student Talk 29.7% Evidence of Success Criteria: Posted 68.6% Evident in Teacher Talk 21%			Evidence of Learning Intentions: Posted 100% Evident in Teacher Talk 32% (approx 15% gain) Evident in Student Talk 34.% (approx 15% gain) Evidence of Success Criteria: Posted 95% Evident in Teacher Talk 24% (approx 15% gain)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Evident in Student Talk 27.1%			Evident in Student Talk 32% (approx 15% gain)	
1.6	CCI Prepared Rate Increase 2% Yearly (Green)	2022-23 CCI Prepared: 48.1%			(2%) x3- 2% give us a green 2025-26 CCI Prepared: 54.1% (Green)	
1.7	Advanced Placement and International Baccalaureate Participation and pass percentage Increase 3% Yearly	2022-23 SY 32% of students participated in one or more Advanced Placement or International Baccalaureate class. 2023-24 64% of students passed an AP exam with a score of 3 or higher			2025-26 SY 41% of students participated in one or more Advanced Placement or International Baccalaureate class. 2025-26 70% of students taking an AP test will pass with a score of 3 or higher.	
1.8	Dashboard ELPI (English Learner Progress indicator) Increase 2% Proficiency Yearly (Green)	2022-23 CA Dashboard ELPI 52.6% making progress towards English language proficiency.			(2%) x3 2025-26 58.6% making progress towards English language proficiency.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP rate 18%			Goal for 2027: 22%	
1.9	LTEL Percentage among EL students (6th Grade and above) Reduce 2% Yearly	2023-24: 40.3%			LTEL % among EL students (6th Grade and above) = 34.3%	
1.10	Science-CAST/CAA Science & CA Dashboard Science Increase 3% Proficiency & 3 Status Points Change (Green) Yearly	2022-23 39.38% of OUSD students met or exceeded standard on the CAST. 18.67% of students showed mastery on the Alternate Science Test (CAA) 2022-23 No CA Dashboard Science Academic Indicator Status Points			(3%) x3 /Dashboard 3 pointsx3 2025-26 48.38% of OUSD students met or exceeded standard on the CAST. 27.67% of students showed mastery on the Alternate Science Test (CAA) 2025-26 CA Dashboard Science Academic Indicator Status Points: TBD for points below standard (Green)	
1.11	-# of teachers attending professional	2023-24 200 attendees			240 attendees	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	development and coaching opportunities for Special Education					
1.12	Percentage of State Seals of Biliteracy awarded.	2023-24 326 seniors received the Seal of Biliteracy (17% of the graduating seniors)			25% of the graduating population will obtain the Seal of Biliteracy.	
1.13	Local ELA indicator iReady Proficiency & TG Median with % Met Increase 3% Proficiency & TG Median with % Met Change Yearly	2023-24 Students will meet or exceed = 60% (Median: 110%) (TG % Met: 55%) Elementary Students = 63% (Median: 112%) (TG % Met: 56%) Elementary English Learners = 32% (Median: 95%) (TG % Met: 48%) Elementary Hispanic Students = 50% (Median: 104%) (TG % Met: 52%) Elementary Special Ed Students = 28% (Median: 94%) (TG % Met: 47%) Middle School Students = 43% (Median: 77%) (TG % Met: 48%)			2026-27 Students will meet or exceed =69% (Median: 119%) (TG % Met: 64%) Elementary Students = 72% (Median: 121%) (TG % Met: 65%) Elementary English Learners = 41% (Median: 104%) (TG % Met: 57%) Elementary Hispanic Students = 59% (Median: 113%) (TG % Met: 61%) Elementary Special Ed Students = 37% (Median: 103%) (TG % Met: 56%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School English Learners = 3% (Median: 95%) (TG % Met: 44%) Middle School Hispanic Students = 32% (Median: 104%) (TG % Met: 52%) Middle School Special Ed Students = 12% (Median: 94%) (TG % Met: 47%) "On or Above Grade Level" means iReady 3-level placement Tier 1 (Green)			Middle School Students = 52% (Median: 86%) (TG % Met: 57%) Middle School English Learners = 12% (Median: 104%) (TG % Met: 53%) Middle School Hispanic Students = 41% (Median: 113%) (TG % Met: 61%) Middle School Special Ed Students = 21% (Median: 103%) (TG % Met: 56%) "On or Above Grade Level" means iReady 3-level placement Tier 1 (Green)	
1.14	Local Math indicator iReady Proficiency & TG Median with % Met Increase 3% Proficiency & TG Median with % Met Change Yearly	2023-24 Students will meet or exceed =54% (Median: 96%) (TG % Met: 49%) Elementary Students = 56% (Median: 96%) (TG % Met: 49%)			2026-27 Students will meet or exceed =63% (Median: 105%) (TG % Met: 58%) Elementary Students = 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary English Learners = 27% (Median: 93%) (TG % Met: 46%) Elementary Hispanic Students = 43% (Median: 93%) (TG % Met: 47%) Elementary Special Ed Students = 25% (Median: 90%) (TG % Met: 44%) Middle School Students = 36% (Median: 92%) (TG % Met: 49%) Middle School English Learners = 7% (Median: 62%) (TG % Met: 45%) Middle School Hispanic Students = 26% (Median: 75%) (TG % Met: 46%) Middle School Special Ed Students = 4% (Median: 29%) (TG % Met: 35%) "On or Above Grade Level" means iReady 3-level placement Tier 1 (Green)			(Median:104%) (TG % Met: 58%) Elementary English Learners = 36% (Median: 102%) (TG % Met: 55%) Elementary Hispanic Students = 52% (Median: 102 %) (TG % Met: 56%) Elementary Special Ed Students = 34% (Median: 99%) (TG % Met: 53%) Middle School Students = 45% (Median: 101%) (TG % Met: 58%) Middle School English Learners = 16% (Median: 71%) (TG % Met: 54%) Middle School Hispanic Students = 35% (Median: 84%) (TG % Met: 55%) Middle School Special Ed Students = 13% (Median: 38%) (TG % Met: 44%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					"On or Above Grade Level" means iReady 3-level placement Tier 1 (Green)	
1.15	Kindergarten Readiness (EDI)	Percentage of children on track for Kindergarten (date of last available data 2021/22) Physical Health & Well-being 77% Social Competence 78% Emotional Maturity 79% Language & Cognitive Development 67% General Knowledge & Communication 73% Across all Domains 48%			At least 75% in all 5 areas and at least 50% across all domains.	
1.16	K-2 Reading Composite Score (Foundational Literacy)	Beginning of Year (Acadience) 9/11- 10/6 2023-24, Reading Composite Score			Beginning of Year (Acadience) 9/11-10/6 2026-27, Reading Composite Score	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(At Benchmark or Above): K - 57% 1 - 47% 2 - 63%			(At Benchmark or Above): K - 57% 1 - 47% 2 - 63% Target is to maintain reading composite score	
1.17	DA & ATSI Status	2022-23 Dashboard DA- Foster Youth Subgroup ATSI- OUSD Home School (HI) Richland HS (EL/SWD) California ES (SWD) Fletcher ES (SWD) Lampson ES (SWD) Palmyra ES (WH) Prospect ES (SWD) Cerro Villa MS (EL) Portola MS (EL/HI/SWD)			District - not identified as DA. No schools identified as ATSI.	
1.18	D's & F's Rate Reduced 1% Yearly	2023-24 1st Semester: 28.65%			2026-27 1st Semester: 25.65%	
1.19	# of VAPA teachers	2023-2024 58 VAPA Teachers			68 VAPA Teachers	
1.20	# of teachers trained in C-STEM	2023-24 Baseline: 41 Teachers trained				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9 Schools using the curriculum 4 Middle Schools 5 Elementary Schools			1. 10% Increase Teachers trained each year. 2. 10 % increase of school usage in either ES, MS or HS.	
1.21	# of schools participating in Project Lead the Way	2023-24 Baseline: 6 Schools Using PLTW 1 High School 1 Middle School 4 Elementary Schools 8 Teachers trained in PLTW Curriculum			1. 5% increase Teachers trained each year. 2. 5% increase of school utilization and implementation of PLTW content.	
1.22	# of teachers participating in ED Tech Professional Development	First year implementation is 23/24; baseline will be available in 24/25			5% increase in number of teachers attending trainings offered by Ed Tech.	
1.23	# of personnel employed to support Office of Student Achievement and Ed Tech	The baseline # of OUSD educators, administrators, and classified staff impacted by training/coaching sessions from our departments for the 2023-24 school year were: Ed Tech: 233			Goal to increase by 3% over 3 years 254 Ed.Tech 577 Student Achievement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Achievement: 529				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	EL and Academic Language Professional Development	The Accountability department will provide professional development to support English Language Development best practices as well as academic language strategies to support the English Learner students attainment of English proficiency and access and progress towards mastery of all content. In addition, teachers of students who have redesignated as Fluent English Proficient will also be supported through	$439,388.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies that support their continual expansion of language skills in English.		
1.2	EL Academic Support Services	The Accountability department will continue to provide English Learner and academic support services to improve student achievement to serve our English learners and students redesignated as Fluent English Proficient. Including our services provided through our Language Assessment Center. The Assessment clerks evaluate potential English learners to determine their ELPAC level. This allows classroom teachers and Instructional Specialists to create more customized language lessons to accelerate language proficiency.	$1,295,151.00	Yes
1.3	EL and Academic Language Supplemental Resources	Based on ongoing analysis of both formative and summative assessment data, the Accountability department will continue to provide supplemental resources (including software and technology) in addition to supplemental services to support our economically disadvantaged students as well as focus on academic language achievement, principally targeting all profiles of our English learners (newcomers, long term English learners as well as students redesignated as Fluent English Proficient.) Emphasis will be placed on Richland Continuation High School (all students) to address placing in the red on the EL Progress Indicator on the California Dashboard.	$161,250.00	Yes
1.4	Professional Development and Support for Core Subjects	The Curriculum department will provide teachers and administrators with focused and targeted professional development for our diverse learners we serve that will strengthen their instructional practices and strategies to ensure success and equitable access for all students in the areas of Math, Science, English Language Arts, Social Studies and other content areas, including scaffolds and support for English learners, students redesignated as Fluent English Proficient, low socio-economic and foster youth students.	$128,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emphasis on Foster Youth and the following student groups that received Red in ELA on the California Dashboard: Cambridge-English Learners;Esplanade-SWD; Imperial-SWD; Prospect-SWD; Sycamore-SWD; Taft-SWD; Cerro Villa-English Learners, SWD; Portola-English Learners, SWD, Hispanic; Yorba-English Learners; Canyon High School-SWD; Orange High School-English Learners, SED; Villa Park High School-English Learners, SWD Emphasis will be placed on schools within OUSD (Portola Middle, Richland Continuation High School and Orange High School), subgroups within OUSD (Foster Youth) and subgroups within schools (Fairhaven-SWD; Imperial-SWD; La Veta-SWD; Prospect-SWD; Cerro Villa Middle-ELs and SWD; Portola Middle-All students, ELs, SED, SWD, HI; Canyon High-SWD; OHS-All students, SED, HI; VPHS-ELs; Richland Continuation-All students, SED, Hispanic; OUSD EDGE-White) that received red on the Mathematics indicator on the State Dashboard		
1.5	Early Learning and Elementary Support	The Early Learning Department will utilize LCFF and state funding sources to provide educational opportunities to increase kindergarten readiness for all students and additional opportunities targeting our multi-lingual, foster and low-income students. This action will principally support students in TK.	$507,672.00	Yes
1.6	Elementary Support	Elementary Education Department will continue to provide support our our Elementary level programs that help our youngest students, especially targeting our English Learners, foster youth and low income students to build a strong foundation and become better prepared for school. This includes, instructional assistants at all elementary sites and additional teachers to reduce combination classrooms at highly impacted sites.	$1,351,351.00	Yes
1.7	Mathematics Support Services	The Curriculum Department will provide support services for teachers of mathematics to enhance their instruction through the incorporation of standards based practices, academic language instruction, and strategies for differentiation. This will lead to an increase in student achievement for	$138,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
		all students, including English learners, low socioeconomic, and foster youth. Although primarily targeting secondary, an emphasis will be placed on schools within OUSD (Portola Middle, Richland Continuation High School and Orange High School), subgroups within OUSD (Foster Youth) and subgroups within schools (Fairhaven-SWD; Imperial-SWD; La Veta-SWD; Prospect-SWD; Cerro Villa Middle-ELs and SWD; Portola Middle-All students, ELs, SED, SWD, HI; Canyon High-SWD; OHs-All students, SED, SWD; VPHS-ELs; Richland Continuation-All students, SED, Hispanic; OUSD EDGE-White) that received red on the Mathematics indicator on the State Dashboard		
1.8	Career Technical Education	The Curriculum Department will provide students with a pathway to postsecondary education and careers through Career Technincal Education (CTE) coursework that integrates rigorous core academic knowledge with technical and occupational knowledge across a variety of Industry Sectors. CTE teachers will be supported by the Teacher on Special Assignment for Career Pathways and Inclusive Practice, so they can effectively meet the needs of English Learners, low socio-economic, and foster youth students.	$4,190,553.00	Yes
1.9	College and Career Readiness	The Curriculum department will provide opportunities for students that prepare them for college and career success, such as differentiation for advanced learners, AVID, College and Career Fairs, Robotics, interventions, dual enrollment, Visual and Performing Arts (VAPA)programs, STEM (Science, Technology, Engineering, and Math) and Career Technical Education (CTE) pathway programs. College and career readiness opportunities will be provided for all learners, including English learners, low socio-economic, and foster youth students. Emphasis will be placed on Richland Continuation High School and Students w/Disabilities at Orange High School. Richland was the one school within OUSD that received the lowest performance level. Specific subgroups at Richland include ALL, EL, SED and Hispanic.	$328,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	GATE (Gifted and Talented Education)	The Curriculum Department will provide universal testing to equitably identify gifted and talented (GATE) students throughout the district and professional development for teachers to meet the learning needs of GATE students.	$35,000.00	No
1.11	Multi-Tiered System of Support (MTSS)	The Office of Student Achievement will collaborate with other district departments and school sites to implement a comprehensive Multi-Tiered System of Support (MTSS) that incorporates evidence-based best practices, differentiated learning supports, and universal screening and progress monitoring. This Multi-Tiered System aims to ensure all students, including English learners, low socio-economic, and foster youth students, acquire state academic content standards while addressing academic, behavioral, and social-emotional needs. Differentiated learning supports will be provided: Foster Youth: Specific interventions and supports tailored to the unique challenges faced by Foster Youth, such as stability issues, trauma-informed approaches, and targeted counseling or mentoring programs. EL Students: Differentiated instructional strategies that address language barriers, such as language acquisition support, and student-centered teaching practices. SED Students: Additional academic and social-emotional supports that consider the impact of socioeconomic factors on learning, including access to resources, community partnerships for wraparound services, and targeted interventions to mitigate the effects of poverty. As part of our Multi-Tiered System of Support, OUSD will provide resources for elementary school CAST (Collaborative Academic Support Teams) meetings to monitor student progress, deliver timely interventions for struggling students, and promote academic and student-centered wellness.	$2,180,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Science Center	The Curriculum Department will provide professional learning and support for science programs and curriculum, including hands-on exploration using science kits to make content more meaningful for students, including English learners, low socio-economic, and foster youth. Using hands-on science materials allows English learners to engage with concepts through direct experience, reducing the language barrier and enhancing comprehension through practical demonstration. This multisensory approach helps them connect abstract ideas to tangible actions, reinforcing learning through active participation.	$174,726.00	Yes
1.13	Support for English Learner Best Practices	The Office of Accountability will use the multilingual support team to direct the use of an observation protocol that informs teachers and administrators on professional development needs necessary to improve English learner student outcomes.	$326,691.00	Yes
1.14	Foster Youth Support	The Office of Student & Community Services (SCS) provides school materials for Foster Youth and McKinney-Vento students (school supplies, backpacks, and all needed classroom materials). All Foster Youth and McKinney-Vento students will have access to basic school supplies, laptops, and hotspots so that they can access all curricula as a means to establish equity and access to our underserved populations of students. The Coordinator also works with schools provide students with access to tutoring opportunities on campus. The Office of SCS will maintain the College Connections Program which offers to support Foster youth with completing Free Application for Federal Student Aid (FAFSA), and track and monitor student's progress toward 12th grade graduation. The Coordinator helps streamline communication between OUSD, Social Services, Group Homes, Foster Parents, Probation, and CASA. The Coordinator also oversees the Connections Mentor program to improve student engagement at school and to ensure all Foster Youth and McKinney-Vento students have access to extra-curricular activities.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Assessment Support	The Offices of Student Achievement and Educational Measurement and Ed. Tech provides a administrator and teacher on special assignments to support student achievement, with a focus on improving achievement and Educational Technology implementation for our English Learners, Foster Youth, and Low-Income Students.	$578,795.00	Yes
1.16	Elementary Resource Teachers	Elementary resource teachers (1 per site) will address the specific needs of students, each elementary site will have a resource teacher dedicated to focused, small group instruction. Elementary resource teachers providing small group instruction offer tailored support that addresses the unique learning needs of English learners, low-socioeconomic students, and foster youth, ensuring they receive individualized attention and instruction. This targeted approach helps close educational gaps, fosters a supportive learning environment, and promotes academic success by addressing specific challenges faced by these students.	$3,645,000.00	Yes
1.17	Visual and Performing Arts (VAPA)	The Curriculum Department is committed to enhancing the educational experience by expanding students' access to visual and performing arts (VAPA) courses, activities, and resources, including field trips and instructional materials designed to foster immersive learning experiences for all students, including English learners, low socio-economic, and foster youth students. Access to visual and performing arts instruction in school provides English learners, low socio-economic, and foster youth students with creative outlets to express themselves, which can enhance their well-being and communication skills. VAPA instruction helps English learners, specifically, by providing non-verbal avenues for expression and comprehension, allowing them to convey ideas and emotions without relying solely on language proficiency. Additionally, arts activities often involve collaborative projects and interactive storytelling, which can improve ELs' vocabulary, listening skills, and confidence in using English in a supportive and immersive context.	$2,300,221.00	Yes
1.18	Secondary Academic Support	The Secondary Education Department will expand access to instructional materials and courses that provide powerful learning experiences for all students including Advanced Placement (AP), International Baccalaureate	$2,766,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Program (IB), and rigorous college and career STEM courses, as well as intervention and targeted academic support services, which includes credit recovery, summer school, extended learning, AVID, Dual Language and enrichment to primarily meet the needs of our low income, English learners and foster youth.		
1.19	P21 Specialists	The Office of Secondary Education will continue to provide P21 specialists to all comprehensive high schools to coordinate CTE pathway development and STEM opportunities for students with a special emphasis on our English learners, foster youth and low income students to ensure they are pathway completers.	$291,588.00	Yes
1.20	Special Education Instruction Specialists	Our Special Education Department will provide Instructional Specialist support to Special Education teachers to lead implementation of curriculum, engagement strategies and specialized techniques to support our students with disabilities.	$336,742.00	No
1.21	Innovative Learning-Educational Technology	Technology Instruction and Innovation Labs - The Office of Educational Technology is partnering through a grant with Verizon to provide two coaches to serve at two of our middle schools with a high number of low-income students in supporting 1:1 technology integration for every staff and student. The coaches will assist the instructional staff in raising the quality of instruction using the latest technology in the classrooms and further developing the Innovation Labs that support students developing project-based learning curricula tied to STEM careers. Computer Science and Math Instruction - A resource math teacher will support the expansion of the C-STEM program throughout OrangeUSD (focusing on integrating robotics with mathematics). The resource teacher directly supports students and teachers to expand computer science pathways tied to mathematics instruction in K-12 classrooms. Project Lead the Way - Expansion of the hands-on program PLTW will support pathways between elementary, middle, and high school. A resource specialist will work directly to support the professional	$73,371.00	No

Action #	Title	Description	Total Funds	Contributing
		development of teachers and classroom demonstrations. A pathway will be completed for each high school over a 4 year period that provides training and curriculum for schools. A resource specialist Artificial Intelligence - Research and create professional development around supporting OrangeUSD staff and community in AI ethical use within their roles throughout the school year. Professional Development will be constructed around the district-developed OrangeUSD Guidelines that will focus on providing AI Resources, Software, and Best practices for Staff and Students.		
1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	The Office of Student Achievement will foster and support innovative programs to meet the needs of students. These learning opportunities, data analysis and monitoring software and programs will enhance the learnings on specific subgroups, English Learners, Foster Youth, and Low Income.	$405,699.00	Yes
1.23	STEAM Education	The Office of Educational Technology will continue to build a positive and supportive culture to provide comprehensive STEAM (Science, Technology, Engineering, Arts, and Math) education with a focus on high-quality mathematics instruction and career connections that meet the targeted needs of all students, with a primary focus on our English learners, low income and foster youth, to support increases in academic achievement and preparation for career readiness.	$195,712.00	Yes
1.24	Professional Learning Plan	Educational Technology will develop a long-term targeted and transparent professional learning plan that aligns with district goals, enhances technical skills, and provides technology-based instruction strategies for all teachers supporting all students to track skill growth year to year and determine the frequency of technology use for instruction. This action is principally directed to EL, LI and Foster Youth students.	$383,249.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	Student Achievement and Ed. Tech Support	The offices of Student Achievement and Educational Technology will provide personnel to support OUSD Student Achievement with a focus on improving student achievement and enhancing the use of Educational Technology specifically for our English Learners, Foster Youth and Low Income Students.	$2,839,832.75	Yes
1.26	Individual Site LTEL Support	To address the needs of our Long Term English Learners, each site will develop a spreadsheet that will include every LTEL to track their achievement in ELA and Math. Administrators, TOSAs and teachers will all have access to this consolidated information to collaborate on strategies to improve academic outcomes.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Engagement: Orange Unified is committed to the wellbeing and engagement of all our students.	Broad 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.

Providing an environment where all students feel welcomed, valued and can thrive is a major focus for our Orange Unified schools. Chronic Absenteeism is defined as absences for 10% or more days per school year despite the reason. Even though we show improvement by 3.4%, chronic absenteeism continues to be a challenge for OUSD. We diligently work on our outreach methods and provide community resources to families to ensure there are no barriers to students actively engaging in their education. We are proud of our low suspension and expulsion rates and expect to continue to lower them in the coming years through active engagement with our staff, community and students as we work with a systematic matrix of tiered supports. To do this, we must include our counselors, nurses, restorative practices, plus a focus on providing more intervention supports at the site level. We will monitor progress by gathering feedback via surveys such as the Each Mind Matters Survey as well as our own LCAP survey that provides feedback on implementation of safety protocols and sense of security on our campuses. Our LCAP survey says that 74% of our students feel safe at school or online. As a result of the COVID pandemic, an increased need to implement more student wellbeing supports in our schools was highly evident.

Equally important is the focus on our engagement of our parents, caregivers and community in the support of our students' wellbeing. Through conversations in committees and survey feedback, it was determined that there was a need for improved systems of safety and engagement. When students feel safe at school, we know that student outcomes improve. Partnering with our entire community is essential and invitations to parents, caregivers and community members to engage with our sites and district level committees is imperative.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of OUSD Graduates A requirement for graduation in OUSD s	22-23 Our Graduation rate is 93.26%. An annual audit is conducted to			96.2% graduation rate (1% increase each year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrollment in a broad course of study (i.e. English, math, social science, science, health, PE, VAPA, world language). Graduation rate is the metric for this.	ensure equity in access to courses.				
2.2	Dual Immersion participation	2023-24 School year: 1,115			1,715-growth of approx 200 students per year	
2.3	% Attendance rate	94.4% overall attendance rate			96.0% overall attendance rate	
2.4	% Chronic absenteeism rate Decline 3% Yearly	2022-23 CA Dashboard: 20.8% (Yellow)			(Declined 3%)x3 2025-26 CA Dashboard: 11.8% (Yellow)	
2.5	High School dropout rate	5.1% High School cohort dropout rate (22/23)			4.0%	
2.6	Middle school dropout rate	2022/23 0% Middle School cohort dropout rate			0% Middle School cohort dropout rate	
2.7	High School graduation rate Increase 1% Yearly	2022-23 CA Dashboard: 93.2% High School graduation rate			(1%)x3 2025-26 CA Dashboard: 96.2% (Green)	
2.8	% suspension rate	2022-23 CA Dashboard: 2.4% Suspension Rate			(0.3%) x3 2025-26 CA Dashboard: 1.5% (Green)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	% expulsion rate	.008% (22/23)			.008%	
2.10	LCAP Survey - I Feel Safe at School; My Child is Safe at School	91% of parents Strongly Agree/Agree 61% of secondary Strongly Agree/Agree 79% of elementary Strongly Agree/Agree			95% of parents Strongly Agree/Agree 75% of secondary Strongly Agree/Agree 85% of elementary Strongly Agree/Agree	
2.11	# of students participating in Expanded Learning Sites in OUSD (CARES, ELOP, ASES)	7,900 students			8,137 students (3% growth)	
2.12	Student participation in after-school intramural sports	1,579 total from all sports			2,027 participants	
2.13	Percentage of students in grades K, 2nd, 5th, and 8th who received vision and hearing screenings out of the total student population.	90%			95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Engaging, Rigorous and Student Centered Learning Environments	The Office of Curriculum provides Teachers on Special Assignment (TOSA) as specialists to support teachers across the district by providing professional development and in-class coaching on providing engaging, rigorous and student centered learning environments. Thus, all our targeted subgroups, including our English Learner, foster youth and low incomes students are given opportunities to unlock their potential so that they can achieve successful outcomes.	$177,619.00	Yes
2.2	Expanded Learning and Summer Enrichment	The Expanded Learning Department will provide funding for afterschool and summer school enrichment programs for kindergarten (including TK) through sixth grade to promote high levels of student engagement and wellness, with an emphasis in strong student social emotional support and safety protocols.	$11,461,798.00	No
2.3	Increase Attendance and Enrollment Rates	The Office of Student and Community Services will maintain staff to assist in outreach and to communicate the importance of school attendance and the effects chronic absenteeism can have on the achievement of all students through various modes of communication, including school meetings and events. The staff largely supports our low-income, foster youth, and English learner families. Addressing the attendance of	$169,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated pupils is crucial as it correlates to positive student achievement. Gaps in learning and social-emotional well-being can also be addressed when students are present at school. Emphasis will be placed on schools in OUSD and student groups within a school that received red in the area of Chronic Absenteeism: Sycamore Elementary, Prospect Elementary, Portola Middle, and Yorba Middle California Elem-SWD, White Crescent Elem-ELs, Fletcher Elem-SWD, Imperial Elem-SWD, SED, HI; La Veta Elem-SWD, White; Lampson Elem-SWD, Linda Vista-Two or more races, Palmyra-ELs and white, Prospect Elem-all students, ELs, SED, SWD, Hispanic, Sycamore Elem-all students, ELs, SWD, Villa Park Elem-SED, SWD, Hispanic; West Orange - SWD; Cerro Villa Middle-White, Portola Middle-all students, SED, HI, ELs; Yorba Middle-all students, ELs, SWD, Hispanic, OUSD EDGE-all students, SED, Hispanic, White and OUSD Home School-all students and Hispanic		
2.4	Student and Community Services Administrator	The Office of Student Community Services will continue to provide an Executive Director who oversees child welfare, attendance, health services, counseling, and school connectedness to support the expansion of and strengthening of student engagement from Preschool - 12th grades, with a special emphasis on engagement of our low-income and foster youth.	$247,713.00	Yes
2.5	Intramural sports and athletics	The Office of Secondary Education will continue to fund intramural sports and athletics to eliminate barriers and to allow continued engagement of all students, including EL, LI and FY.	$200,000.00	Yes
2.6	Additional Health supports	The Office of Student & Community Services is committed to ensuring access to healthcare services and support for all students, including those who are low-income, English learners, and foster youth. Our primary focus is on promoting and safeguarding the overall health and well-being of the entire school community.	$1,740,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Student Intervention Resources and Support	The Office of Student and Community Services (SCS) is committed to providing in-time intervention health resources and support to students based on their needs. The Office of SCS will work with our community organizations and partners to utilize their services throughout the year to meet our student's needs, focusing on the most vulnerable students we serve, such as our McKinney-Vento, foster youth, low-income, and English Learner student populations. The metric for school safety is one data point that is used to determine the perception of school safety by parents, students, and staff.	$195,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Condition & Climate: Orange Unified maintains strong conditions and climates that directly support efficient and effective teaching and learning environments for our students and staff as well as a welcoming atmosphere for our families and our community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A high quality educational program exists through the establishment of our core essentials to operate a system to support students at the most basic level, then in collaboration of the educational services, human resources and the business divisions of OUSD, as well as, strong partnerships with our community supplement based upon students' needs. In addition, the transparency of how we provide our programs entail that we be fiscally solvent as we efficiently and effectively meet our organizational goals and operational needs. Year after year our LCAP focus group feedback has shown that we have been demonstrating great stewardship of our funds, and we need to continue to do so. We want to maintain the trust and confidence of all of our educational partners in how our programs, actions and services are maintained and improved upon for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of LCAP survey completion totals	2023/24: 12,993 responses to the LCAP survey			17,250 responses (increase of approx 10% each year)	
3.2	District Advisory Committee attendance	2023/24: An average of 22 attendees (in person)			44 attendees (double to participation to include one rep per school site)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	# of LCAP Educational Partner focus groups districtwide	2023/24: 1,100 participants district-wide			1,464 participants (increase of approx 10% each year)	
3.4	average # of parents participating in a workshops/training average # of attendees at DELAC	2023/24: An average of 48 participants in the district level parent/family engagement workshops 2023/24: An average number of 75 parents attend DELAC meetings			96 participants (double the baseline) in district level parent/family engagement workshops 100 parents participating in DELAC meetings	
3.5	School messenger usage	2023/24: A total of 406,349 messages have been sent out to the families from sites and/or the district.			425,000 messages (survey indicates communication is a strength)	
3.6	parent input in decision-making	2023/24: 3,921 parents took LCAP Survey and 503 participated in a focus group			4,313 parents taking the survey and 553 participating in focus groups (increase of 10% over the three years)	
3.7	parental participation in programs for unduplicated pupils	2023/24: Combined total of EL and LI parents taking the LCAP is 2,524			3,663 parents of EL and LI parents (increase of 10% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	% (to total) of EL and LI parent responders on LCAP survey	2023/24: 606 parents of EL students and 1,918 parents of students qualifying for Free/Reduced Lunch			805 parents of EL students and 2,550 parents of students qualifying for Free/Reduced Lunch (increase of 10% each year)	
3.9	local measure including surveys of students, parents and teachers on the sense of safety and school connectedness	2023/24: 90% of Parents reported that they Strongly Agree/Agree that their child feels safe in school 85% of Staff reported that they Strongly Agree/Agree that children feels safe in school 79% of Elementary students and 61% of Secondary students report they feel safe in school.			90% of Parents reported that they Strongly Agree/Agree that their child feels safe in school 90% of Staff reported that they Strongly Agree/Agree that children feels safe in school 90% of students reported that they feel safe in school.	
3.10	-# of individual and group professional development and coaching opportunities for Special Education teachers	From August 2023-January 2024 there have been 25 trainings			30 professional development trainings	
3.11	# of Foster Youth Mentors	2023/24: 27 Foster Youth mentors in secondary			5:1 ratio of foster youth to mentor (based on the # of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		schools (equates to approximately 5:1 ration of students to mentor)			foster youth enrolled in OUSD) Target is to remain consistent with baseline.	
3.12	School Intervention Lessons to support character development	Nearpod Lesson 108 (8/23-1/24) launched 3,239 Students receiving SEL instruction.			Nearpod 216 lessons 6,000 students receiving SEL instruction	
3.13	% Fully Credentialed and appropriately assigned teachers	2023/24: 99.7% fully credentialed and 100% appropriately assigned teachers			100% fully credentialed and 100% appropriately assigned	
3.14	Every student has standards-aligned materials	2023/24: 100% of students have standards-aligned materials			100% of students have standards-aligned materials	
3.15	# of hours utilizing interpretation offered during district level meetings	2023/24: 400 hours of oral interpretation offered during district level meetings			532 hours (increase of 10% per year)	
3.16	% of students with access to district devices	2023/24: 100% of students have access to a device.			100% of students have access to a device	
3.17	% LCFF supplemental funding spent by sites	92.19% of LCFF Supplemental funds spent by sites by the end of 22-23			95% of funds spent by end of year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.18	% LCFF supplemental funding spent by departments	89.33% of LCFF Supplemental funds spent by department s by end of 22-23			90% of funds spent by end of year	
3.19	# of Interdistrict transfers going out of OUSD	2023/24: 1,493 interdistrict transfers out of OUSD			1,000 interdistrict transfer out of OUSD	
3.20	Number of responses on Climate Survey	2307 survey responses for the 2023/24 Climate Survey.			Year 1: 2422 results Year 2: 2543 results Year 3: 2670 results	
3.21	% suspension rate	2022-23 CA Dashboard: 2.4% Suspension Rate			(0.3%) x3 2025-26 CA Dashboard: 1.5% (Green)	
3.22	# of parents enrolled in the iPad Academy	120 parents enrolled in the iPad Academy			200 parents enrolled in the iPad Academy	
3.23	# of data breaches/incidences of security breaches	0 data breaches/incidences of security breaches			0 data breaches/incidences of security breaches	
3.24	# of children participating in Learning Links	89 children aged 0-4 participating in Learning Links			120 children aged 0-3 participating in Learning Links	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School site allocations	The Office of Accountability, in conjunction with our Budget department, collaborate on developing formulas for school site allocations so that school site leaders have resources available to improve student outcomes, increase academic achievement and close learning gaps for English Learners, Foster Youth and Low Income students. Based on each site's unique needs, the funds are used for a variety of actions to meet needs of their student population. School sites use LCFF funds for community liaisons who work directly with families of English learners, low income and and foster youth students to build relationships to foster connectedness with the school. These liaisons provide resources to health services, food and clothing to support families in need. They also assist with the site ELAC and provide parent education under the direction of the district TOSA of Parent and Family Engagement. Sites utilize LCFF funds for other supplemental personnel like resource teachers to provide additional academic support to unduplicated students	$5,961,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to bridge the achievement gap caused by lack of exposure, limited English language, and other factors. Tutoring is provided afterschool to remediate gaps in essential skills that cause these students to perform below benchmark levels. Often, lack of English contributes to this underperformance; thus, tutoring also supports English language acquisition. Our sites use LCFF funds to purchase supplemental supplies and equipment, particularly to support AVID. Sites also provide parent and family engagement in addition to that provided by the community liaison to provide specific content related enrichment such as Science Night and Math Night. These workshops educate parents and families on standards and content that students are exposed to so that they can support their child(ren) at home. Sites share their plans for using the LCFF funds through the School Plan for Student Achievement in their continuous improvement cycle process. The SPSA is a collaborative effort between school leadership, School Site Council and ELAC. Principals continually address actions in the SPSA and document any changes discussed in the minutes for SSC and as part of the annual program evaluation of the school plan, they will analyze the implementation of the actions for effectiveness and share with SSC and ELAC as well as document within the school plan. The SPSA is taken annually to our Board of Education for adoption.		
3.2	Administrative Support for Categorical Programs	The Office of Accountability manages the categorically funded programs that support low income, English Learners and foster youth district wide. The department interfaces and collaborates with all school sites and our budget, assessment and technology departments to ensure services are provided and implemented with the lens of equity and fidelity to ensure positive student outcomes.	$1,622,223.00	Yes
3.3	Foster Youth Coordinator	The Office of Student & Community Services Coordinator provides direct support to our Foster Youth student population. We collaborate with students, parents, and school teams to implement tailored interventions that address individual student needs, ensuring equitable access and opportunities aligned with the specific requirements of our Foster Youth.	$123,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on Differentiated Assistance, this action supports the need to address our Foster Youth population in OUSD who received the lowest performance level on one or more indicators (Suspension, ELA, Math).		
3.4	Foster Youth and McKinney-Vento Mentors	The Office of Student and Community Services provides Connections Mentors who focus on academic achievement, social engagement, and interventions for our Foster Youth students. Mentors hold individual and/or small group tutorial sessions for targeted students receiving Ds and Fs. Mentors are paid extra earnings and trained three times per year by the Foster Youth Coordinator. Based on Differentiated Assistance, this action supports the need to address our Foster Youth population in OUSD who received the lowest performance level on one or more indicators (Suspension, ELA, Math).	$35,544.00	Yes
3.5	Safe and Welcoming Schools	The Office of Student and Community Services is committed to enhancing professional development opportunities by offering training, coaching, and networking sessions focused on creating safe school environments, emergency response protocols, threat assessment procedures, and tiered interventions. These initiatives are designed to address issues such as chronic absenteeism, behavior management, and alternatives to suspension. Specifically, our efforts target low-income, English learners, and foster youth student populations, aiming to increase their school engagement. These groups often experience higher suspension rates within our district, making targeted support essential for their success. Emphasis will be placed on schools in OUSD and student groups within a school that received red in the area of Chronic Absenteeism: Sycamore Elementary, Prospect Elementary, Portola Middle and Yorba Middle California Elem-SWD, White; Crescent Elem-ELs, Fletcher Elem-SWD, HI; Fairhaven - SWD; Imperial Elem-SWD, HI; La Veta Elem-SWD, White; Lampson Elem-SWD, Linda Vista-Two or more races, Palmyra-ELs and	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		white, Prospect Elem-all students, ELs, SED, SWD, Hispanic, Sycamore Elem-all students, ELs, SWD, Villa Park Elem-SED, SWD, Hispanic, Cerro Villa Middle-White, Portola Middle-all students and Els, SED, HI; Yorba Middle-all students, ELs, SWD, Hispanic, OUSD EDGE-all students, SED, Hispanic, White and OUSD Home School-all students and Hispanic This action will support schools in OUSD that received red in Suspension (Yorba Middle School) and our Foster Youth subgroup. It will also support specific student groups in our schools as follows: Nohl Canyon Elem-SWD, Cerro Villa Middle-ELs and Hispanic, SED; Yorba Middle-All students, ELs, SED, SWD, and Hispanic; Portola - SWD, HI; VPHS-ELs, SWD, Richland Continuation-ELs and SWD		
3.6	Counseling Services	In collaboration with the Office of Secondary Education, the Office of Student & Community Services plays a crucial role in overseeing school counselors districtwide across both elementary and secondary levels. Our counseling team is dedicated to providing comprehensive support to school sites, covering areas such as academic guidance, college and career readiness, and character development. Counselors conduct classroom sessions to impart basic prosocial skills and deliver essential college and career information. In addition to their broader responsibilities, our counselors prioritize regular check-ins with our Foster Youth and low-income students. If any needs arise beyond the scope of the school, counselors collaborate with corresponding administrators to ensure comprehensive support. This often involves reaching out to parents to offer assistance and connect them with necessary resources. Our Psychologist On Special Assignment (POSA) is invaluable to the Office of Student & Community Services. Our POSA actively participates in all School Attendance Review Board hearings, follows up with students who have faced suspension or appeared before the Student Success Panel, and facilitates reengagement meetings at new school sites. Our POSA plays a pivotal role in providing community resources to parents and coordinates vital services for students, including referrals to programs like	$3,326,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the Juvenile Alcohol and Drug Education program and crisis counseling services.		
3.7	Additional Special Education Staff and Supplies	The Office of Special Education will provide interventions and student supports through psychologists. Additionally, through the community assistant, the department is serving the needs of our parent community. The community assistant works to engage parents of students with disabilities through phone and email contacts regarding events and meetings. The SPED Coordinator works with the community assistant to make sure parents have proper notification for IEP meetings. The department is committed to the ongoing professional growth of our staff through best practice trainings, along with providing supplies and tools to better support the needs of students with disabilities. This action addresses our SPED population who are identified as lowest performing in a math and/or ELA at California, Esplanade, Fairhaven, Fletcher, Imperial, La Veta, Prospect, Sycamore, Taft, Cerro Villa, Portola, Canyon High, Orange, VPHS	$3,953,253.00	No
3.8	Technology: Infrastructure, Devices	Technology Services will provide training, infrastructure, and infrastructure support for staff and students. Technology Services provides maintains the camera system, Voice-over-IP phone system, and infrastructure. The department maintains software systems and staffing to maintain an assigned device for each staff and student within OUSD. The network of 1,800 access points, 600 network switches IT continues to support the financial, HR, and Student Information Systems (SIS) as well as implement data integration and analytics services for these platforms.	$12,120,444.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Textbooks	The Curriculum Department will purchase TK-12th grade textbooks and instructional materials that are aligned with, and will provide equitable access for all students to, California's academic and performance state standards (including a new K-6 Social Studies adoption, new 9-12 science adoption, additional intervention and dual immersion materials, CTE materials and consumable replacement purchases).	$2,557,000.00	No
3.10	Teacher Preparation and Support	The Curriculum Department will provide an accredited California Teacher Induction Program (CTIP) for beginning general education and special education teachers, and teacher preparation support for Career Technical Education (CTE) and intern teachers to ensure every student in Orange Unified is served by a teacher who is prepared to create effective learning environments, plan and implement learning experiences to equitably meet student needs, including English learners, low socio-economic, and foster youth students.	$1,848,288.00	No
3.11	Communication Tools and Resources	The Office of Information Technology will provide tools, forums and resources, i.e., School Messenger, to inform and engage our diverse community of educational partners. All printed material is translated to Spanish to support communication with families. Communication with our school community supports engagement, principally directed to our EL, LI and FI who are identified as RED at many sites in Chronic Absenteeism.	$51,113.00	Yes
3.12	Technology: Safety and Security	The Department of Technology Services will further develop safety protocols with a multi-department approach to all school sites to increase safe online practices by teachers and students to protect data privacy. Cybersecurity training is provided to employees to ensure the safety and security of student data and infrastructure.	$70,647.00	No
3.13	Climate Survey	The Office of Student Achievement will administer a school climate survey to students to students in grades 6, 8, and 12 to obtain their perspective on school connectedness, overall school climate, and how OUSD fosters a supportive and inclusive learning environment.	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Parent and Family Engagement	The Office of Accountability will provide support to increase engagement of parents and families of EL, LI and FY through resources, software, trainings, workshops conferences, consultants and stipends for interpretation.	$63,595.00	Yes
3.15	LCAP Survey	The Office of Accountability will support all costs associated with the annual LCAP community partner engagement process which involves staff, parents, community and students in order to inform our Local Control and Accountability Plan to provide more equitable opportunities and outcomes for our students, with special attention to our English Learner, foster youth and low income students. Questions align with our Strategic Plan and center on actions, services and programs offered in OUSD.	$35,000.00	Yes
3.16	Foster Connections	The Office of Student & Community Services oversees the Foster Connections Program, a vital initiative designed to support foster parents and caregivers. This program facilitates valuable connections between foster families and essential school and community resources. Through networking opportunities and educational sessions, foster parents gain valuable insights into various social services and educational topics. Regular quarterly meetings provide a platform for ongoing support and collaboration. This action addresses foster youth who are one or more levels below; in OUSD, the areas are Suspension, ELA and Math.	$0.00	Yes
3.17	Parent iPad Academy	The Office of Accountability has developed and implemented the Parent iPad Academy to provide parents of English learners the opportunity to engage with applications on a district purchased iPad to become more knowledgeable with technology and applications that support family wellness and student academic progress.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.18	Interpreter	The Office of Accountability will provide interpretation and translation for our Spanish-speaking parents and families of unduplicated pupils to ensure equitable access to information, materials, meetings and presentations for families of our English Learners.	$76,108.00	Yes
3.19	Foster Youth Outreach	The Office of Student & Community Services offers dedicated support to group homes by facilitating outreach and connecting them with essential community resources. Our Foster Youth Coordinator plays a pivotal role in this outreach effort, collaborating quarterly with a county collaborative. Together, we build and streamline services and policies to support the well-being of our Foster Youth students and their caregivers. This action addresses foster youth who are one or more levels below; in OUSD, the areas are Suspension, ELA and Math. This action supports our collaboration with OCDE in Differentiated Assistance) to support our foster youth with chronic absenteeism.	$0.00	Yes
3.20	Support for EL and Low Income Families	The Office of Accountability provides forums for our English Learner and Low Income families and caregivers to be informed of the services, programs and resources available in our district and in the surrounding community. We also provide meetings to communicate to site staff responsible for connecting them to their community or district resources.	$0.00	Yes
3.21	Community Schools	The Office of Accountability will support the efforts of Community Schools through professional development of Community Leads, establishing partnerships with community organizations, and development and implementation of workshops and resources that engage parents and families throughout the community, principally supporting EL, Li and Foster Youth students.	$3,880,779.00	No

Action #	Title	Description	Total Funds	Contributing
3.22	Early Learning Partnerships	The Early Learning Department will partner with community organizations to provide funding to support families with children Birth to Four through family education, resources and engaged learning opportunities daily through OUSD.	$87,667.00	No
3.23	Technology Refresh Program	The district maintains the Technology Refresh Program to provide each student with an iPad for grades K-2 or 14" HD Windows laptop for 3rd grade and above to support personalized learning and access to knowledge. Furthermore, devices are provided to designated positions to ensure a reliable and consistent computing platform to serve students and the community. Student devices are refreshed in a three or four year cycle, whereas staff devices are refreshed every five years.	$3,331,615.00	No
3.24	Facilities Support	The Office of Facilities, Maintenance and Operations will use the results of the annual Facilities Inspection Tool (FIT) and the common trends from participants for facility improvement in our LCAP survey to address facility and maintenance needs at various school sites annually.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, all students, and particularly low-income, EL, and Hispanic students, at Richland Continuation High School and our OUSD Community Day School, will demonstrate growth towards meeting or exceeding standards in Math as measured by CAASPP test results (Richland only) and local benchmark assessments. In addition, the percentage of EL students making progress toward English language proficiency will exceed 14.5% achieved in 2023. The percentage of all students including low-income, EL and Hispanic students prepared for college and career will exceed the .8% from 2023.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting Math throughout the District, but specifically for low-income, EL, and Hispanic students at Richland Continuation High School, one of the two Equity Multiplier school sites in OUSD. This need is echoed by feedback provided by educational partners, in addition to ATSI designation. Specifically, the request for ongoing instructional support for Math and ELD was evidenced by low Dashboard data. We plan to improve Math performance through the actions included in the goal and will measure progress using CAASPP Math results and local assessment data. Progress toward English language proficiency will be measured by performance on the ELPAC. The Dashboard indicated that only .8% of Richland's students are meeting the criteria for college and/or career readiness. Equity Multiplier funds will be used to enhance career pathways to support students after graduation.

Community Day School is not reported on the Dashboard due to low student enrollment; however, the demographics mirror that of Richland, with additional Equity Multiplier funds to support EL, LI, SPED and Hispanic students. This action will increase Math performance through co-teaching methods and will measure progress using CAASPP Math results and local assessment data. Progress toward English language proficiency will be measured by performance on the ELPAC. Teachers will be trained in GLAD to enhance language acquisition.

The Office of Accountability, in conjunction with our Budget department, collaborate with the identified schools to allocate Equity multiplier funds so that site leaders have resources available to improve student outcomes, increase academic achievement and close learning gaps. Based on each site's unique needs, the funds are used for a variety of actions to meet needs of their student population. School sites use EM funds for extra sections, extra earnings, and additional part time counselors. The identified sites share their plans for using the EM funds through the School Plan for Student Achievement in their continuous improvement cycle process. The SPSA is a collaborative effort between school leadership, School Site Council and ELAC (if applicable). Principals continually address actions in the SPSA and document any changes discussed in the minutes for SSC and as part of the annual program evaluation of the school plan, they will analyze the

implementation of the actions for effectiveness and share with SSC, as well as, document within the school plan. The SPSA is taken annually to our Board of Education for adoption.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP - Math Low Socio Econ (Richland)	233.7 status points below standard			224.7 status points below standard	
4.2	CAASPP - Math Hispanic (Richland)	232.6 status points below standard			223.6 status points below standard	
4.3	EL Progress (Richland)	14.5% making progress towards proficiency			23.5% making progress towards proficiency	
4.4	College and Career - Low Socio (Richland)	.9% College and Career Indicator demonstrates prepared			9.9% College and Career Indicator demonstrates prepared	
4.5	College and Career - Hispanic (Richland)	1.0% College and Career Indicator demonstrates prepared			10% College and Career Indicator demonstrates prepared	
4.6	College and Career - ELs (Richland)	2% College and Career Indicator demonstrates prepared			11% College and Career Indicator demonstrates prepared	
4.7	D's & F's Rate (CDS)	Semester 1: D's & F's rate=25%			Semester 1: D's & F's rate=10%	
4.8	Suspension Rate (CDS)	5 students were suspended (62.5%) - April 2024			10% suspension rate in April 2027	
4.9	Attendance Rate (CDS)	86.78% Attendance Rate - April 2024			90% Attendance Rate - April 2027	
4.10	Suspension Rates EL (Richland), SWD (Richland)	EL: 11.2% SWD: 13.6%			<5% suspension rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	CAASPP - Math All Students (Richland)	232 status points below standard			233 status points below standard	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support for English Learners	Both Richland and CDS will receive support for their English Learners from an EL TOSA. The TOSA will provide professional development in GLAD for the teachers and participate in observations to support the process. Specifics are included in Richland's SPSA. Funds to support this are delineated in the school SPSA.	$49,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	Richland will collaborate with Santiago Community College to implement a dual enrollment class that will serve to engage students and encourage attendance, principally directed toward EL, LI and Foster Youth students.	$30,000.00	No
4.3	Academic and Wellness Support for CDS	EL, LI and Foster Youth Students at Community Day School need additional supports, especially in the area of emotional wellness. Richland will utilize additional counseling hours to specifically address attendance.Richalnd will offer extra earnings for 8th period for additional academic support.	$230,000.00	No
4.4	Math Support	Students at Richland scored very low on the California Dashboard in Math. An additional section to allow for co-teaching in math to increase math scores.	$30,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$40,361,815	$2,243,369

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
16.057%	0.000%	$0.00	16.057%

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
1.4	**Action:** Professional Development and Support for Core Subjects **Need:** Unduplicated students are still performing lower than other students in ELA/Math CAASPP based on the Dashboard and CAASPP scores.This data indicates that there	Focused and targeted professional development for our diverse learners that will strengthen their instructional practices and strategies to ensure success and equitable access for all students. EI, LI and FY are provided with Thinking Maps, AVID strategies, close reading strategies. Teachers need additional training in these areas to equip them to support language development and acquisition. Follow-up support throughout the school year is provided for classroom teachers to ensure effectiveness of the strategies. The	(District & Site) Learning Walk: Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards (Metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a need for increased targeted professional development for all teachers of English Learners, Foster Youth and Low income students. **Scope:** LEA-wide	dashboard shows us that our students are performing lower state wide.	
1.5	**Action:** Early Learning and Elementary Support **Need:** Based on our most recent Early Development Index, Communication and General Knowledge are areas of concern. Only 33% of our incoming kindergarteners possessed adequate skills in these two areas. This demonstrates the need to increase our kindergarten readiness skills in our Pre-K and TK programs. Overall, only 38% of our incoming kindergarten students are prepared to enter school. Our greatest need is in the West side of our district where the majority of our Title I schools are located. **Scope:** LEA-wide	Provide educational readiness opportunities targeting our multi-lingual, foster and low-income students. Pre-K GLAD is a strategy for professional development for teachers of mulit-lingual students. Materials designed to build vocabulary for second language learners are part of this program. Parent outreach is a component of this action to provide parent education in early literacy. A targeted emphasis on Title I schools with State Preschool to continue to foster the relationship with parents into the TK program.	Kindergarten Readiness (EDI) (Metric 1.15)
1.6	**Action:** Elementary Support **Need:** Additional supports for our youngest students so that they have a strong foundation for kindergarten; additionally, reduce the number	Provides foundational skills for youngest students in the district and also provides instructional assistants and additional teachers at elementary sites to reduce the number of combination classes. Our educational partners continually provide feedback that supports the need to reduce combination classes. Concentration funds are	K-2 Reading Composite Score (Foundational Literacy) (Metric 1.16)

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
	of combination classes. As many of our schools are experiencing a decline in enrollment, the staffing ratios are creating more combination classrooms. On our LCAP survey open ended comments, parent calls to Educational Services and every one of our 27 elementary schools has recieived numerous concerns when a combination classroom is scheduled for operation. At sites with more than four or five combo classes planned in our underserved communities has been prioritized for an additional teacher to relieve the student to teacher ratio to many less combos. **Scope:** LEA-wide	used for this purpose. Our TK students need foundational skills to be prepared for kindergarten. Through our ELAC and DELAC meetings, it was determined that many of the parents of our current EL students do not send their younger children to preschool. Therefore, it is critical that we provide programs prior to kindergarten. Our SED identified families struggle with paid preschool and TK programs, thus the need to provide TK.	
1.7	**Action:** Mathematics Support Services **Need:** Math continues to be an area of concern, as students continue to perform lower on math CAASPP assessments than they do on the ELA assessments; therefore, there is a need to support teachers with professional development to enhance their instruction. **Scope:** LEA-wide	Professional development will target standards based practices, academic language instruction, and strategies for differentiation to principally support EL learners. Math performance is a concern overall in OUSD, with many subgroups performing in Red or Orange. Foster Youth is identified for Technical Assistance in Math.	Local Math indicator (iReady Median and Proficiency) (Metric 1.14) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2)
1.8	**Action:** Career Technical Education **Need:**	Rigorous core academic knowledge with technical and occupational knowledge will be provided across a variety of Industry Sectors. CTE teachers will be supported by the Teacher on	Percentage of students completing a CTE Pathway (Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CTE pathways in high school help students become college and career ready by equipping them with practical skills and real-world experiences, enhancing their academic engagement and career awareness. Research indicates that students participating in CTE programs have higher graduation rates and are more likely to pursue postsecondary education and gainful employment (Association for Career and Technical Education, 2018). OUSD CTE Pathway completers that are English learners, low socioeconomic and students with disabilities have higher graduation rates than those that are not CTE pathway completers. **Scope:** LEA-wide	Special Assignment for Career Pathways and Inclusive Practice, so they can effectively meet the needs of English Learners, low socio-economic, and foster youth students.	
1.9	**Action:** College and Career Readiness **Need:** The Dashboard shows that our unduplicated pupils are less ready for college and career compared to non unduplicated students. Teachers provided feedback that the district needs to create and foster a more inclusive and additional array of CTE offerings and dual enrollment offerings . **Scope:** LEA-wide	Differentiation for advanced learners, AVID, College and Career Fairs, Robotics, interventions, dual enrollment, Visual and Performing Arts (VAPA)programs, STEM (Science, Technology, Engineering, and Math) and Career Technical Education (CTE) pathway programs will be offered across at all schools. Our goal is to provide additional access to dual enrollment courses and CTE courses. Providing students with more support to register for community college courses will spread the awareness and the process for supporting readiness for college and career. Surveying the students for interest in CTE courses will provide more district feedback to offer the most in demand pathways.	CCI Prepared (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	**Action:** Multi-Tiered System of Support (MTSS) **Need:** To acquire and continually show growth in state academic standards while addressing both behavior and wellness. Our foster youth, EL and LI students show higher rates of chronic absenteeism and therefore not present enough or consistently to learn. **Scope:** LEA-wide	Implement a comprehensive Multi-Tiered System of Support (MTSS) that incorporates evidence-based best practices, differentiated learning supports, and universal screening and progress monitoring. This Multi-Tiered System aims to ensure all students, including English learners, low socio-economic, and foster youth students, acquire state academic content standards while addressing academic, behavioral, and social-emotional needs. As part of our Multi-Tiered System of Support, we will provide resources for elementary school CAST (Collaborative Academic Support Teams) meetings to monitor student progress, deliver timely interventions for struggling students, and promote academic and social-emotional wellness. CAST supports students and families to better understand behaviors in the classroom that may impact attendance. We know that our foster youth have additional struggles outside of school, and CAST supports these students through counseling, psych services and additional resources.	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2) Local ELA indicator (iReady Median and Proficiency) (Metric 1.13) Local Math indicator (iReady Median and Proficiency) (Metric 1.14)
1.12	**Action:** Science Center **Need:** Increase academic achievement in science, as measured by the CAST and CAA state tests. Growth is needed to close the achievement gap for EL, low-socioeconomic and foster youth students. **Scope:** LEA-wide	This action provides professional learning and support for science programs and curriculum, including hands-on exploration using science kits to make content more meaningful for students, including English learners, low socio-economic, and foster youth.	Science-CAST/CAA Science & CA Dashboard Science (Metric 1.10)

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
1.16	**Action:** Elementary Resource Teachers **Need:** Dashboard results show overall Green in English Language Arts and Yellow in Mathematics. However, when we take a closer look at ELA, Foster Youth are Red; EL, Homeless and SWD are Orange; and African American, Hispanic and SED are in Yellow. In Mathematics, the detail report shows us that Foster Youth are in Red; African American, Homeless and SWD are in Orange; and EL, Hispanic and SED are in Yellow. These subgroups need additional support across the district to gain increased proficiency to move toward the Green indicator. The goal for adding a resource teacher to each elementary site is to increase student outcomes in both ELA and Mathematics. **Scope:** LEA-wide	The resource teacher will work with small groups of EL and low achieving students to improve academic achievement in ELA and Math. This supports reducing teacher to student ratios. Also provide Tier 1 and 2 intervention supports at each elementary school. Our goal is to show growth on the dashboard, and this support will address students' specific areas of need. The resource teachers will have an intense focus on K-2 literacy skills.	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2) Local ELA indicator (iReady Median and Proficiency) (Metric 1.13) Local Math indicator (iReady Median and Proficiency) (Metric 1.14)
1.17	**Action:** Visual and Performing Arts (VAPA) **Need:** Ensure that EL, LI and FY have access to visual and performing arts. Research shows that arts education can boost literacy and math skills, particularly benefiting underserved student populations by providing diverse learning experiences and fostering a supportive school environment (Americans for the Arts, 2018). Increasing math and literacy	This action serves to expand students' access to visual and performing arts courses, activities, and resources, including field trips and instructional materials designed to foster immersive learning experiences. This supports all students but especially is needed for EL, LI and FY. VAPA teachers reduce the teacher to student ratios. VAPA teachers are provided professional development in incorporating linguistic strategies and engagement ideas for multi-lingual learners.	# of VAPA teachers (Metric 1.19)

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
	skills is an identified need for EL, LI and FY students. **Scope:** LEA-wide		
1.18	**Action:** Secondary Academic Support **Need:** The CCI indicators shows that our EL subgroup is not meeting A-G and taking as many AP courses as fluent English speakers. **Scope:** LEA-wide	This action expands access to instructional materials and courses that provide powerful learning experiences for all students including Advanced Placement (AP), International Baccalaureate Program (IB), and rigorous college and career STEM courses, as well as intervention and targeted academic support services, which includes credit recovery, summer school, extended learning, AVID, Dual Language and enrichment.	Advanced Placement and International Baccalaureate participation (Metric 1.7)
1.19	**Action:** P21 Specialists **Need:** Allow more students access to CTE and STEM opportunities, particularly EL, LI and FY. Our CCI Indicator on the California School Dashboard is overall status is ""medium" we do have our English Learners, Foster Youth as well as our Homeless students showing "low" on the CCI Indicator and we need to increase their access to engaging CTE pathways to ensure pathway completion. **Scope:**	P21 specialists at each comprehensive high school will coordinate CTE pathway development and STEM opportunities for students. They interface with students and teachers and partake in recruitment of CTE teachers to provide access to CTE courses that are requested from our community. The P21 assist CTE teachers with language development within courses to support linguistic needs of our English Learners. They provide additional academic support for LI and FY by working with the CTE teachers to coordinate academic lessons to help with content comprehension or sequence of ideas.	Percentage of students completing a CTE Pathway (Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.22	**Action:** Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning **Need:** Consistent data analysis will allow district personnel and teachers to track progress of at-promise students. Our current California School Dashboard shows that our specific student groups of EL, LI and FY are in need of consistent progress monitoring so that we can scaffold instruction appropriateley and to ensure that our students move out of red, orange and yellow systematically. **Scope:** LEA-wide	These learning opportunities, data analysis and monitoring software and programs will enhance the learnings on specific subgroups, English Learners, Foster Youth, and Low Income. Data specific to language growth and proficiency allows the teacher to scaffold appropriately. Data helps to determine if academic struggles are based on comprehension of a skill or based on language proficiency. Data is specific to student groups, i.e., iReady data is broken down by subgroup to determine how those students are performing. We use that information to project how the subgroup will perform on State testing. The data is shared with teachers so they can support their English Learners with scaffolded lessons throughout the day.	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2)
1.23	**Action:** STEAM Education **Need:** To provide comprehensive STEAM education with a concentration on mathematics. These groups are in Yellow and Orange for Math so this is critical in moving toward Green on the Dashboard. **Scope:** LEA-wide	Build a positive and supportive culture to provide comprehensive STEAM (Science, Technology, Engineering, Arts, and Math) education with a focus on high-quality mathematics instruction and career connections that meet the targeted needs of all students, principally, our EL, LI and FY. The office of Educational Technology has established a variety of programming to make the learning of the math and sciences operate in a "fun" environment so that students are more engaged and do not realize they are learning math and science to solve problems in a collaborative setting. Within the programming, students also begin to learn the	CCI Prepared Rate (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		relevance to the real world application of the skills that can be applied to future careers. Examples of the programming eSports, Project Lead the Way, robotics, drone leagues etc...	
1.24	**Action:** Professional Learning Plan **Need:** Based on our benchmark assessments like iReady, our EL students score lower than non El students. **Scope:** LEA-wide	Develop a long-term targeted and transparent professional learning plan that aligns with district goals, enhances technical skills, and provides technology-based instruction strategies for all teachers supporting all students to track skill growth year to year, principally directed toward our EL, LI and FY subgroups. For these unduplicated pupils, supports look like GLAD instruction, AVID strategies and scaffolded designated and integrated ELD using specific applications like Rosetta Stone and Words Their Way. Our teachers need support with best first instruction to ensure they are addressing the specific areas of need. Having a clearer systematic learning protocol will support teachers with better first instruction.	# of teachers participating in ED Tech Professional Development (Metric 1.22)
1.25	**Action:** Student Achievement and Ed. Tech Support **Need:** 1:1 program teachers needing instructional strategies and assessment support. Based on our benchmark assessments like iReady, our EL students score lower than non EL students. **Scope:** LEA-wide	Personnel provide coaching, face to face and online instruction for all instructional staff within the district that supports our English Learners, Foster Youth and Low Income Students. For these unduplicated pupils, supports look like GLAD instruction, AVID strategies and scaffolded designated and integrated ELD using specific applications like Rosetta Stone and Words Their Way. Our teachers need support with best first instruction to ensure they are addressing the specific areas of need. Having a clearer systematic learning protocol will support teachers with better first instruction.	# of personnel employed to support Office of Student Achievement and Ed Tech (Metric 1.23)
2.1	**Action:**	Teachers on Special Assignment (TOSA) as specialists support teachers across the district by	Enrollment in a broad course of study (i.e.

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
	Engaging, Rigorous and Student Centered Learning Environments **Need:** Increase academic outcomes for EL and LI students. Engaging, rigorous, and student-centered learning environments increase student achievement for English learners, low-income, and foster youth by promoting active participation, critical thinking, and personalized support. Research indicates that such environments enhance motivation, reduce dropout rates, and improve academic outcomes, particularly for at-risk students, by addressing their specific learning needs and fostering a sense of belonging (Darling-Hammond et al., 2020). **Scope:** LEA-wide	providing professional development and in-class coaching on providing engaging, rigorous and student centered learning environments. We need our students to be engaged in the learning process to gain and retain information that will ultimately impact CAASPP and ELPAC performance. TOSAs will provide specific strategies such as GLAD, AVID and Thinking Maps to support English learners, foster youth and homeless	English, math,social science, science, health, PE, VAPA, world language) (Metric 2.1)
2.3	**Action:** Increase Attendance and Enrollment Rates **Need:** Improve attendance to impact chronic absenteeism indicator on the California Dashboard. Our EL and LI are "Yellow" and FY are "Orange" on the Dashboard in the area of Chronic Absenteeism. **Scope:** LEA-wide	SCS staff will assist in outreach and to communicate the importance of school attendance and the effects chronic absenteeism can have on the achievement of all students through various modes of communication, including school meetings and events. For our Community Schools, SCS will provide Attendance Cafes, each principal will recieve a slidedeck on the importance of regular attendance in English and Spanish to share with their parent groups as well as be available to present at each site's English Learner Advisory Council meeting to discuss attendance and offer solutions to challenges families are facing on getting their children to school regularly.	% Attendance rate (Metric 2.3) % Chronic absenteeism rate (Metric 2.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Intramural sports and athletics **Need:** Provide intramural sports to engage students. Since these groups are all in "Yellow" on the Dashboard, it is critical to provide activities to engage them so that they want to come to school. **Scope:** LEA-wide	Intramural sports and athletics will eliminate barriers and allow continued engagement of all students, principally supporting our EL, LI and FY students. Our Foster and Homeless youth are provided with the necessary equipment to participate in intramural sports to engage them to want to attend school. English learners receive specific oral instructions to support sequential activities in sports at the appropriate EL level so that they are able to understand and implement game strategies.	Student participation in after-school intramural sports (Metric 2.12)
2.6	**Action:** Additional Health supports **Need:** Access to healthcare services and support for all students. Since the EL and LI subgroups have high absenteeism "Yellow" and FY "Orange", we know there is a need for health education for students as well as for parents and caregivers to support the improvementof our chronic absenteeism rates as a district to move from "Yellow" to "Green)". We have learned that our rate for vision and hearing screening our students in K, 2nd, 5th and 8th grade has not reached 100%, with additional nurses, we can proactively reach out to students that may have missed screening days or are new to the school so that more than only 90% get screened. **Scope:**	This action serves to promote and safeguard the overall health and well-being of the entire school community, principally our EL, LI and FY students. These nurses are above and beyond what is provided as a base. Nurses support families in need with additional resources in the community. They are invited to be a resource during the school day. They communicate with EL, LI and FY families and students about the importance of attending school and determining when the student should stay home. The goal is to eliminate excessive absences for these subgroups.	Percentage of students in grades K, 2nd, 5th, and 8th who received vision and hearing screenings out of the total student population (Metric 2.13)

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		
2.7	**Action:** Student Intervention Resources and Support **Need:** Support health and wellness needs of students **Scope:** LEA-wide	This action provides in-time intervention health resources and support to students based on their needs. SCS will work with our community organization and partners to utilize their services throughout the year to meet our students needs, focusing on the most vulnerable students we serve such as our homeless, foster youth, low-income and English Learner student populations	LCAP Survey - I Feel Safe at School; My Child is Safe at School (Metric 2.10)
3.1	**Action:** School site allocations **Need:** Schools utilize LCFF to principally support EL, Low-income and foster youth students. Historically, educational partner feedback has indicated that this is helpful because, our staff, students, parents and caregivers have a larger voice in how the funds are utilized at the site level. **Scope:** LEA-wide	Since the onset of LCFF, our sites receive an allocation based upon a formula linked to their number of unduplicated students. As an LEA, we conduct an LCAP survey that gathers input regarding actions, services and programs available. This feedback helps site leaders in their school planning as the results are shared with a variety of parent committees at each site. In their school plan (SPSA), our leaders denote how they will spend the LCFF Supplemental funds with the focus on primarily supporting our English learners, foster youth or low income students. The school plans are collaboratively developed and reviewed by their school site councils and their English Learner advisory committees. Ultimately the plans are approved by the School Site Council and ultimately, approved by our Board of Education. Subsequently, all purchase requisitions have to be reviewed by our Accountability department, for allowability and approved for compliance, according to their Board approved school plans, before the funds can be expended. As part of the process to annually assess if the actions in their	% LCFF supplemental funding spent by sites (Metric 3.18)

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
		school plan for student achievement are effective, an annual analysis is conducted and reported out during School Site Council and written into the school plan. In order for our community to see how our schools utilize their funds they can view the School Plan for Student Achievement for each school on the school's website. Schools use this funding to provide Resource teachers who lower student:teacher ratios.	
3.2	**Action:** Administrative Support for Categorical Programs **Need:** Support schools with accountability for EL, LI and FY. EL, LI and FY subgroups are in red, orange and yellow for ELA, math, chronic absenteeism, graduation rate and suspension rate which requires personnel to systematize support for the student groups to reach green on the California School Dashboard. **Scope:** LEA-wide	The purpose of this action is to interface and collaborates with all school sites and our budget, assessment and technology departments to ensure services are provided and implemented with the lens of equity and fidelity to ensure positive student outcomes. This is especially critical in supporting our EL, LI and FY subgroups. The goal is to get these groups to Green on the Dashboard.	% LCFF supplemental funding spent by sites (Metric 3.18)
3.5	**Action:** Safe and Welcoming Schools **Need:** Increase student engagement to positively impact absenteeism and suspension rate. Our LCAP surveys and climate survey show positive trends for safety in the school and we	Provide professional learning, coaching, and networking on safe schools, emergency response, threat assessment, and tiered interventions that address chronic absenteeism, behavior, and alternatives to suspension that will specifically target our low-income, English learner, and foster youth populations of students to increase their engagement in school, since these are the	Local measure including surveys of students, parents and teachers on the sense of safety and school connectedness (Metric 3.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need to maintain and continue to increase the positive perception across the district. Our Dashboard indicators do show that the absenteeism and suspension rate do indicate that our FY and EL students would benefit greatly with higher engagement in school due to having the highest suspension rates in school. **Scope:** LEA-wide	students with the highest suspension rates in our district.	
3.6	**Action:** Counseling Services **Need:** To increase students' well-being and safety. OUSD has many student groups within schools that are Red on the Dashboard for Chronic Absenteeism. Many of the student groups in "red" at site level are our English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities. **Scope:** LEA-wide	Counselors conduct classroom lessons to teach students basic prosocial skills and also college and career information. In additional to working with all students on campus, our counselors make a point to check in with Foster and low-income students. This reduces teacher to student rations. Psych on Special Assignment attends SARB meetings and is a member of the Student Success Panel to support students with absenteeism or discipline issues.	local measure including surveys of students, parents and teachers on the sense of safety and school connectedness (Metric 3.9)
3.14	**Action:** Parent and Family Engagement **Need:** Increase engagement of parents and families of EL, LI and FY. Current participation of our parents of unduplicated students is at 2,524	By providing resources, software, trainings, workshops conferences, consultants and stipends for interpretation, families will have more opportunities and resources to make it easier for them to engage in activities. Our EL population exceeds 55% and we know that addressing and supporting this demographic is critical in increasing scores in math, ELA and overall English	average # of parents participating in a workshops/training (Metric 3.4) Parental participation in programs for unduplicated pupils (Metric 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
	and our goal is to get it closer to 4,000 by year 3 of our LCAP. **Scope:** LEA-wide	Language acquisition. Our parent engagement classes and workshops are principally attended by parents of English Learners.	
3.15	**Action:** LCAP Survey **Need:** The purpose of the LCAP survey is to gather information from various stakeholder groups to guide LCAP actions. This survey helps us to identify what supports are most needed, principally to support our EL, LI and FY subgroups as these groups are performing the lowest on the Dashboard. In the academic areas, Dashboard results show overall Green in English Language Arts and Yellow in Mathematics. However, when we take a closer look at ELA, Foster Youth are Red; EL, Homeless and SWD are Orange; and African American, Hispanic and SED are in Yellow. In Mathematics, the detail report shows us that Foster Youth are in Red; African American, Homeless and SWD are in Orange; and EL, Hispanic and SED are in Yellow. These subgroups need additional support across the district to gain increased proficiency to move toward the Green indicator. The survey asks for feedback regarding interventions and teacher support. The Dashboard indicator for College/Career shows that 48.1% of our students are "Prepared." The survey asks questions that help guide the district in how and what to provide that would	Provide more equitable opportunities and outcomes for our students, with special attention to our English Learner, foster youth and low income students. Questions align with our Strategic Plan and center on actions, services and programs offered in OUSD.	# of LCAP survey completion totals (Metric 3.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increase this percentage, i.e., more counseling to support students with information on what classes are needed, workshops for parents to better understand how to support their children with college/career, and dual enrollment opportunities. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** EL and Academic Language Professional Development **Need:** English learner progress indicator has 52.6% of English Learners moving up one level on the ELPAC. Long Term English Learner population needs to be reduced from the current 10.2%. **Scope:** Limited to Unduplicated Student Group(s)	Provide teachers and administrators with focused and targeted professional development for our diverse learners we serve that will strengthen their instructional practices and strategies to ensure success and equitable access for all students in the areas of Math, Science, English Language Arts, Social Studies and other content areas, including scaffolds and support for English learners, students redesignated as Fluent English Proficient, low socio-economic and foster youth students. Our EL learners are low when compared to peers in the county and state. Thus, we need to provide additional supports to increase achievement. Our EL SPED group also is in need of additional supports, i,e., we are increasing our	Percentage of English learners who progress in English proficiency (ELPAC) (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		expertise to assist teachers in working with students who are dually classified, EL and SPED.	
1.2	**Action:** EL Academic Support Services **Need:** Academic Support services for ELs and RFEPS; EL students are in Orange for ELA and Yellow for Math. We know this is due to lack of academic language. **Scope:** Limited to Unduplicated Student Group(s)	Identify students that need English language proficiency and targeted support. Our Assessment Center evaluates EL levels and Instructional Specialists provide appropriate support like professional development for teachers on GLAD strategies and scaffolding. Our teachers need to understand the levels of ELD so that they can scaffold their instruction. State scores such as ELPAC and CAASP tell us in the EL Comprehension section students are underperforming, teachers report that students do not arrive in their classrooms with the required content vocabulary knowledge.	Percentage of English learners who progress in English proficiency (ELPAC) English Learner reclassification rate (Metric 1.8)
1.3	**Action:** EL and Academic Language Supplemental Resources **Need:** Supplemental resources (including software and technology) in addition to supplemental services to support our economically disadvantaged students; EL students are in Orange for ELA and Yellow for Math. We know this is due to lack of academic language. **Scope:** Limited to Unduplicated Student Group(s)	Software supports language acquisition for newcomer students, LTELs and Redesignated students, i.e., Rosetta Stone to help ELs increase academic language. Software addresses language at the level of the student and provides vocabulary and grammar to increase English proficiency. Software, along with GLAD supports, will help improve English acquisition. State scores such as ELPAC and CAASP tell us in the EL Comprehension section students are underperforming, teachers report that students do not arrive in their classrooms with the required content vocabulary knowledge.	Percentage of English learners who progress in English proficiency (ELPAC) (Metric 1.8)
1.13	**Action:** Support for English Learner Best Practices **Need:**	Using the observation protocol created by a team of teachers provides site instructional leadership with an understanding of how students are learning and what instructional practices are	Percentage of English learners who progress in English proficiency (ELPAC) (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Best first instruction to support English learners; EL students are in Orange for ELA and Yellow for Math. **Scope:** Limited to Unduplicated Student Group(s)	effective and/or lacking in increasing student achievement. This is critical in our attempt to improve ELPAC and CAASPP scores for English Learners, particularly LTELs. We know this is due to lack of academic language. Achievement data such as iReady and curriculum assessments show that EL learners are not achieving as compared to fluent English speakers. High number of LTELS and low ELPAC scores in reading show us that more intensive instruction is needed to support students with content vocabulary and writing skills.	
1.14	**Action:** Foster Youth Support **Need:** Foster and McKinney Vento students need educational supplies to be successful in school. This is critical since OUSD is identified for Differentiated Assistance for our Foster Youth. **Scope:** Limited to Unduplicated Student Group(s)	Foster and McKinney students will have access to basic school supplies, laptops, and hotspots so that they can access all curricula as a means to establish equity and access to our underserved populations of students. For example, students need to do research at home for reports, and many foster youth do not have access to a laptop. Some need even more basic school supplies like pencils and crayons to complete homework.	Percentage of students meeting A-G requirements (Metric 1.3)
1.15	**Action:** Assessment Support **Need:** ELs, particularly LTELs, need added support to increase student outcomes. These subgroups are in Yellow and Orange in both ELA and Math, and the goal is to show growth towards Green. **Scope:**	A coordinator and TOSA will focus on on improving academic support for ELs, LI and FY students. They create professional development for classroom teachers to understand data assessments to formulate lesson plans for academic improvement. They help to diagnose and prescribe effective lessons to support the specific strand of achievement needed.	SBAC/CAA/LTEL (ELA) & CA Dashboard ELA (Metric 1.1) SBAC/CAA/LTEL (Math) & CA Dashboard Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.26	**Action:** Individual Site LTEL Support **Need:** Academic improvement in ELA and Math. Our English Learners are Orange in ELA and Yellow in Math on the Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	By creating a spreadsheet with the names and data for each LTEL at the site, teachers and administrators will be knowledgeable of what areas the student needs support in to improve academic achievement.	SBAC/CAA/LTEL (ELA) (Metric 1.1) SBAC/CAA/LTEL (Math) (Metric 1.2)
2.4	**Action:** Student and Community Services Administrator **Need:** Provide additional support to foster youth and low income students. Our LI and FY subgroups are both Yellow on the Dashboard for attendance so we know this is an area of need. Reaching out to our FY students is also a large need as they are identified for Technical Assistance in ELA, Math and Suspension. **Scope:** Limited to Unduplicated Student Group(s)	An Executive Director will oversee child welfare, attendance, health services, counseling, athletics, activities and school connectedness to support expansion of and strengthening student engagement from Preschool-12th grades with a special emphasis on engagement of our low income and foster youth. The Executive Director will create and implement procedures and programs to address the needs of these subgroups.	Middle school dropout rate (Metric 2.6) High school dropout rate (Metric 2.5) High School graduation rate (Metric 2.7) % suspension rate (Metric 2.8) % expulsion rate (Metric 2.9) % Attendance rate (Metric 2.3) % Chronic absenteeism rate (Metric 2.4)
3.3	**Action:** Foster Youth Coordinator **Need:**	Meets with students, parents and school teams to put into place interventions based upon individual student need to ensure equity and access based upon the unique needs of our Foster Youth.	# of Foster Youth Mentors (Metric 3.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	To support foster youth in accessing services and supports. This is especially important since FY is identified for Differentiated Assistance in ELA, Math and Suspension. The Foster Youth Coordinator is essential to organize the supports such as the Foster Youth mentors at each secondary site. Currently we only have 27 mentors and we would like to double that number so that our ratio of students to mentor is more like 5:1. **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** Foster Youth and McKinney-Vento Mentors **Need:** Foster youth need additional academic and social support **Scope:** Limited to Unduplicated Student Group(s)	Mentors will focus on academic and social engagement and tutoring specifically targeting only our foster youth and McKinneyVento students. For targeted foster youth and McKinney-Vento students receiving Ds and Fs, mentors will hold individual and/or small group tutorial sessions. Mentors are paid extra earnings to be trained 3 times per year by Foster Youth Coordinator. This is especially important since FY is identified for Technical Assistance in ELA, Math and Suspension.	# of Foster Youth Mentors (Metric 3.12)
3.11	**Action:** Communication Tools and Resources **Need:** Provide translated materials to all families access to district materials. OUSD is over 55% English Learners, so we know there is a need for translation and interpretation for our families so that they feel valued and connected to our district, to our schools and our services and resources. Having Spanish	Provide tools, forums and resources, i.e., School Messenger, to inform and engage our diverse community of educational partners. All printed material is translated to Spanish to support communication with families. Specific strategies include flyers in both English and Spanish, messages that go out in both languages, and having interpretation available at all district meetings or even having presentations presented in Spanish and not using an interpreter for simulataneous or consecutive interpretation.	School messenger usage (Metric 3.5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	speaking personnel at meetings allows our Spanish speakers to be "heard" and a true partner in their child's education. Any time we offer a resource in Spanish the engagement increases for instance, a districtwide parent education topic presented in person will usually get about 20-25 parents in English but about 40-50 in Spanish. **Scope:** Limited to Unduplicated Student Group(s)		
3.16	**Action:** Foster Connections **Need:** Provide additional resources to support foster youth and their families. This engagement strategy is critical since OUSD is identified for Technical Assistance in Foster Youth for ELA, Math and Suspension. **Scope:** Limited to Unduplicated Student Group(s)	Connect foster parents and caregivers with school and community resources, provide networking opportunities,and help to educate foster parents on various social services and educational topics.	# of Foster Youth Mentors (Metric 3.12)
3.17	**Action:** Parent iPad Academy **Need:** Parents of EL students need access to ipads to engage with technology and use the resource to support academics in the home. Students and parents provided feedback that they would like more English language support in the home and resources to support academics	Provide parents of English learners the opportunity to engage with applications on a district purchased iPad to become more knowledgeable with technology and applications that support family wellness and student academic progress. With parental support at home, we plan to increase CAASPP and ELPAC scores for our EL learners.	# of parents enrolled in the iPad Academy (Metric 3.23)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.18	**Action:** Interpreter **Need:** Allow equitable access to meetings and presentations to non-English speaking parents. Having Spanish speaking personnel at meetings allows our Spanish speakers to be "heard" and a true partner in their child's education. Any time we offer a resource in Spanish the engagement increases for instance, a districtwide parent education topic presented in person will usually get about 20-25 parents in English but about 40-50 in Spanish. **Scope:** Limited to Unduplicated Student Group(s)	Provide interpretation and translation for our Spanish-speaking parents and families of unduplicated pupils to ensure equitable access to information, materials, meetings and presentations for families of our English Learners. Our district interpreter is also great at ensuring that parents are fully aware of meetings, committees etc.. that they can participate in. She is proactive in promotion of events and is always available for our community to call and she can assist them with language barriers for sites that do not have a Spanish speaker available that day.	# of district meetings utilizing interpretation (Metric 3.16)
3.19	**Action:** Foster Youth Outreach **Need:** Foster youth and their caregivers (either families or group home) need additional supports and resources, like social emotional support, supplies and technology. This engagement strategy is critical since OUSD is identified for Technical Assistance in Foster Youth for ELA, Math and Suspension. **Scope:**	This action provides group home support through outreach and connection to resources in the community. Through the outreach work, our Coordinator for Foster Youth works with a county collaborative quarterly to build and streamline services and policies as a support to our Foster Youth students and their caregivers.	# of Foster Youth Mentors (Metric 3.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.20	**Action:** Support for EL and Low Income Families **Need:** Parents of unduplicated students will benefit from information on programs, services and resources available in our district and community. Our percentage of English Learners is about 20% of our entire population with the majority being Spanish speaking. When we meet with our District English Learner Advisory Committee (DELAC) they request in the needs survey, they administer annually, that meetings, workshops and other resources continue to be offered in Spanish to meet the needs of the larger community. **Scope:** Limited to Unduplicated Student Group(s)	Workshops and presenters are designed to provide supports in the way of resources and information to better inform our parents, especially parents of EL and LI students. Resources include parenting workshops, college application support, immigration resources to answer questions, computer literacy, cyber safety, etc.	average # of parents participating in a workshops/training (Metric 3.4)

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.

To determine the Planned Percentage of Improved Services in the Contributing Summary Table (instead of monetary amount of LCFF funds), OUSD determines who is already working to facilitate the action in the scope of their regular job description. The salary is divided by the LCFF base to achieve a percentage. For example, Goal 1, Action 26 is the action that specifically calls out support of LTELS. Our Administrator of Multi-lingual Supports already works to support ELs. Working with long term English learners is another extension of what she currently does to improve English proficiency.

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.

To enhance student outcomes across various student groups on the California Dashboard, we are proposing using these funds to establish resource teachers at all elementary sites. (Action 1.27) The addition of a resource teacher at all elementary sites will allow us to strengthen support for Tier 1 and Tier 2 interventions.
The establishment of resource teachers at all elementary sites is designed to:
*Implement a phonics intervention program for Tier 1 support in Kindergarten through 2nd grade and Tier 2 support for 3rd through 6th grades.
*Work with multilingual learners and LTELs to improve language acquisition and academic performance.
*Implement a prevention model to reduce the number of students qualifying for Special Education services, focusing on early intervention rather than reactive measures.
*Provide pull-out or push-in support for English Learners at schools with a low incidence of English Learners.
*Support general education Instructional Assistants in delivering effective instruction.
*Ensure compliance with Education Code 53008, which mandates that starting in the 2025-2026 school year, all K-2nd grade students must be assessed annually with an approved reading difficulties screener, potentially requiring one-on-one assessments.

For our secondary sites, we are allocating additional sections to each site to provide additional supports for the targeted populations they each serve. (Action 1.18)

Additionally, we will use concentration funds to minimize the number of combo classrooms (Action 1.6). Our stakeholder input continually provides feedback that indicates this is a priority. OUSD is also committed to providing more nurses (Action 2.6) and psychologists (Action 3.6) above and beyond what is considered our base. Health and social-emotional supports are critical to the overall well-being of our students.

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	29.24:1	31.73:1
Staff-to-student ratio of certificated staff providing direct services to students	19.52:1	15.98:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	251,358,033	40,361,815	16.057%	0.000%	16.057%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$41,805,803.00	$17,523,846.00	$17,615,762.75	$1,836,239.00	$78,781,650.75	$51,950,736.00	$26,830,914.75

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	EL and Academic Language Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$416,388.00	$23,000.00	$439,388.00				$439,388.00	
1	1.2	EL Academic Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$1,280,151.00	$15,000.00	$1,295,151.00				$1,295,151.00	
1	1.3	EL and Academic Language Supplemental Resources	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	on-going	$0.00	$161,250.00	$161,250.00				$161,250.00	
1	1.4	Professional Development and Support for Core Subjects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$93,152.00	$35,000.00	$128,152.00				$128,152.00	
1	1.5	Early Learning and Elementary Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	on-going	$382,172.00	$125,500.00	$507,672.00				$507,672.00	
1	1.6	Elementary Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	on-going	$1,351,351.00	$0.00	$1,351,351.00				$1,351,351.00	

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	1.7	Mathematics Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary	on-going	$138,397.00	$0.00	$138,397.00				$138,397.00	
1	1.8	Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary	on-going	$3,930,426.00	$260,127.00	$4,190,553.00				$4,190,553.00	
1	1.9	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$128,112.00	$200,154.00	$328,266.00				$328,266.00	
1	1.10	GATE (Gifted and Talented Education)	All	No			All Schools	on-going	$0.00	$35,000.00		$35,000.00			$35,000.00	
1	1.11	Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$439,777.00	$1,741,029.00	$2,168,306.00		$12,500.00		$2,180,806.00	
1	1.12	Science Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$174,600.00	$126.00	$174,726.00				$174,726.00	
1	1.13	Support for English Learner Best Practices	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$326,691.00	$0.00	$326,691.00				$326,691.00	
1	1.14	Foster Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on-going	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.15	Assessment Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	on-going	$578,795.00	$0.00	$578,795.00				$578,795.00	
1	1.16	Elementary Resource Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Elementary sites	on-going	$3,645,000.00	$0.00	$3,645,000.00				$3,645,000.00	

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
						Low Income										
1	1.17	Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,116,221.00	$184,000.00	$2,300,221.00				$2,300,221.00	
1	1.18	Secondary Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	on-going	$2,290,775.00	$476,164.00	$2,766,939.00				$2,766,939.00	
1	1.19	P21 Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	on-going	$291,588.00	$0.00	$291,588.00				$291,588.00	
1	1.20	Special Education Instruction Specialists	Students with Disabilities	No				on-going	$336,742.00	$0.00	$248,791.00			$87,951.00	$336,742.00	
1	1.21	Innovative Learning-Educational Technology	All	No			All Schools	on-going	$0.00	$73,371.00		$73,371.00			$73,371.00	
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software, Student Achievement Committee, and Student Achievement Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$119,697.00	$286,002.00	$201,307.00	$0.00	$204,392.00		$405,699.00	
1	1.23	STEAM Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$195,712.00	$143,800.00	$51,912.00			$195,712.00	
1	1.24	Professional Learning Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$383,249.00	$383,249.00				$383,249.00	
1	1.25	Student Achievement and Ed. Tech Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,069,072.00	$1,770,760.75	$2,014,290.00		$825,542.75		$2,839,832.75	
1	1.26	Individual Site LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	.68

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
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on-going	$177,619.00	$0.00	$177,619.00				$177,619.00	
2	2.2	Expanded Learning and Summer Enrichment	EL, LI and FY	No			All Schools TK-6th Grade	on-going	$8,790,135.00	$2,671,663.00		$11,461,798.00			$11,461,798.00	
2	2.3	Increase Attendance and Enrollment Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$169,701.00	$0.00	$169,701.00				$169,701.00	
2	2.4	Student and Community Services Administrator	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on-going	$247,713.00	$0.00	$247,713.00				$247,713.00	
2	2.5	Intramural sports and athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$181,500.00	$18,500.00	$200,000.00				$200,000.00	
2	2.6	Additional Health supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,740,231.00	$0.00	$1,740,231.00				$1,740,231.00	
2	2.7	Student Intervention Resources and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$195,000.00	$195,000.00				$195,000.00	
2	2.15						Middle School									
3	3.1	School site allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$4,219,963.00	$1,741,697.00	$5,961,660.00				$5,961,660.00	
3	3.2	Administrative Support for Categorical Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$1,622,223.00	$1,622,223.00				$1,622,223.00	
3	3.3	Foster Youth Coordinator	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	on-going	$123,512.00	$0.00	$123,512.00				$123,512.00	

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
					Group(s)											
3	3.4	Foster Youth and McKinney-Vento Mentors	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Middle and High Schools	on-going	$35,544.00	$0.00	$35,544.00				$35,544.00	
3	3.5	Safe and Welcoming Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	.85
3	3.6	Counseling Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	on-going	$3,326,589.00	$0.00	$3,326,589.00				$3,326,589.00	
3	3.7	Additional Special Education Staff and Supplies	Students with Disabilities	No			All Schools	on-going	$3,916,813.00	$36,440.00	$3,953,253.00				$3,953,253.00	
3	3.8	Technology: Infrastructure, Devices	All	No			All Schools	on-going	$4,673,055.00	$7,447,389.00			$12,120,444.00		$12,120,444.00	
3	3.9	Textbooks	All	No			All Schools	on-going	$0.00	$2,557,000.00		$2,557,000.00			$2,557,000.00	
3	3.10	Teacher Preparation and Support	English Learners	No			All Schools	on-going	$1,848,288.00	$0.00		$100,000.00		$1,748,288.00	$1,848,288.00	
3	3.11	Communication Tools and Resources	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$51,113.00	$51,113.00				$51,113.00	
3	3.12	Technology: Safety and Security	All	No			All Schools	on-goingyarly	$0.00	$70,647.00			$70,647.00		$70,647.00	
3	3.13	Climate Survey	All	No			All Schools 6, 8 and 12th grades	yearly, February	$0.00	$16,000.00	$16,000.00				$16,000.00	
3	3.14	Parent and Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on-going	$11,926.00	$51,669.00	$63,595.00				$63,595.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.15	LCAP Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	yearly, October - January	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.16	Foster Connections	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	.44
3	3.17	Parent iPad Academy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	.21
3	3.18	Interpreter	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$75,608.00	$500.00	$500.00		$75,608.00		$76,108.00	
3	3.19	Foster Youth Outreach	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	.44
3	3.20	Support for EL and Low Income Families	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	.67
3	3.21	Community Schools	EL, LI and FY	No			Specific Schools: Schools with CCSPP grant	on-going	$2,905,765.00	$975,014.00		$2,905,765.00	$975,014.00		$3,880,779.00	
3	3.22	Early Learning Partnerships	All Birth to 4 yrs old	No			All Schools Birth through	on-going	$87,667.00	$0.00	$87,667.00				$87,667.00	

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
							Four									
3	**3.23**	Technology Refresh Program	All	No			All Schools	Yearly	$0.00	$3,331,615.00			$3,331,615.00		$3,331,615.00	
3	**3.24**	Facilities Support	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.1**	Support for English Learners	English Learners	No			Specific Schools: Richland Continuation High School, OUSD Community Day School	on-going	$20,000.00	$29,000.00		$49,000.00			$49,000.00	
4	**4.2**	Support to Increase Student Engagement and Reduce Chronic Absenteeism at Richland	EL, LI and FY	No			Specific Schools: Richland Continuation High School	on-going	$30,000.00	$0.00		$30,000.00			$30,000.00	
4	**4.3**	Academic and Wellness Support for CDS	EL, LI and FY	No			Specific Schools: OUSD Community Day School	on-going	$230,000.00	$0.00		$230,000.00			$230,000.00	
4	**4.4**	Math Support	EL, LI and FY	No			Specific Schools: Richland Continuation High School	on-going	$30,000.00	$0.00		$30,000.00			$30,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
251,358,033	40,361,815	16.057%	0.000%	16.057%	$37,500,092.00	3.290%	18.209 %	**Total:**	$37,500,092.00
								LEA-wide Total:	$34,225,435.00
								Limited Total:	$3,274,657.00
								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	1.1	EL and Academic Language Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$439,388.00	
1	1.2	EL Academic Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,295,151.00	
1	1.3	EL and Academic Language Supplemental Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$161,250.00	
1	1.4	Professional Development and Support for Core Subjects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,152.00	
1	1.5	Early Learning and Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	$507,672.00	
1	1.6	Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$1,351,351.00	

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	1.7	Mathematics Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary	$138,397.00	
1	1.8	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary	$4,190,553.00	
1	1.9	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$328,266.00	
1	1.11	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,168,306.00	
1	1.12	Science Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,726.00	
1	1.13	Support for English Learner Best Practices	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$326,691.00	
1	1.14	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$15,000.00	
1	1.15	Assessment Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$578,795.00	
1	1.16	Elementary Resource Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary sites	$3,645,000.00	
1	1.17	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,300,221.00	
1	1.18	Secondary Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	$2,766,939.00	
1	1.19	P21 Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$291,588.00	
1	1.22	Student Achievement Data Analysis, Progress Monitoring Software,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,307.00	

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 (%)
		Student Achievement Committee, and Student Achievement Professional Learning						
1	1.23	STEAM Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,800.00	
1	1.24	Professional Learning Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,249.00	
1	1.25	Student Achievement and Ed. Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,014,290.00	
1	1.26	Individual Site LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	.68
2	2.1	Engaging, Rigorous and Student Centered Learning Environments	Yes	LEA-wide	English Learners Low Income	All Schools	$177,619.00	
2	2.3	Increase Attendance and Enrollment Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,701.00	
2	2.4	Student and Community Services Administrator	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$247,713.00	
2	2.5	Intramural sports and athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.6	Additional Health supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,740,231.00	
2	2.7	Student Intervention Resources and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,000.00	
3	3.1	School site allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,961,660.00	
3	3.2	Administrative Support for Categorical Programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,622,223.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.3	Foster Youth Coordinator	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$123,512.00	
3	3.4	Foster Youth and McKinney-Vento Mentors	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Middle and High Schools	$35,544.00	
3	3.5	Safe and Welcoming Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	.85
3	3.6	Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,326,589.00	
3	3.11	Communication Tools and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$51,113.00	
3	3.14	Parent and Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$63,595.00	
3	3.15	LCAP Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.16	Foster Connections	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$0.00	.44
3	3.17	Parent iPad Academy	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	.21
3	3.18	Interpreter	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	
3	3.19	Foster Youth Outreach	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$0.00	.44
3	3.20	Support for EL and Low Income Families	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$0.00	.67

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$55,986,030.00	$50,899,792.00

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**	EL and Academic Language Professional Development	Yes	$707,779.00	$1,112,618
1	**1.2**	EL Academic Support Services	Yes	$1,449,815.00	1,250,317
1	**1.3**	EL and Academic Language Supplemental Resources	Yes	$78,000.00	$304,047
1	**1.4**	Professional Development and Support for Core Subjects	Yes	$427,047.00	$555,055
1	**1.5**	Outside Professional Development Services	Yes	$7,000.00	$7,000
1	**1.6**	Teacher Preparation and Support	No	$123,307.00	$122,147
1	**1.7**	Mathematics Support Services	Yes	$130,039.00	$134,485
1	**1.8**	Career Technical Education	Yes	$4,566,676.00	$5,611,804
1	**1.9**	College and Career Readiness	Yes	$466,000.00	$388,424
1	**1.10**	GATE (Gifted and Talented Education)	No	$36,450.00	$35,603
1	**1.11**	Multi-Tiered System of Support (MTSS)	Yes	$55,935.00	$12,381

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	Science Center	Yes	$173,909.00	$174,404
1	1.13	Early Learning and Elementary Support	Yes	$4,760,657.00	$1,234,700
1	1.14	Foster Youth Support	Yes	$15,000.00	$89,829
1	1.15	Student Community Services Administrator	Yes	$246,907.00	$246,907
1	1.16	Middle School Athletics	Yes	$157,500.00	$157,500
1	1.17	AP, IB, STEM and VAPA	Yes	$5,433,193.00	$4,294,000
1	1.18	Secondary Academic Support	Yes	$1,267,862.00	$1,045,642
1	1.19	P21 Specialists	Yes	$362,539.00	$293,134
1	1.20	Special Education Instruction Specialists	No	$303,779.00	$323,656
1	1.21	Assessment	Yes	$879,760.00	$709,437
1	1.22	iLead, Student Achievement Committee, and Assessment Professional Learning	Yes	$297,945.00	$505,153
1	1.23	STEAM Education	No	$60,653.00	$60,653.00

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)
			Yes		
1	1.24	Professional Learning Plan	No Yes	$64,924.00	$55,924.00
1	1.25	Technology and Assessment Support	No	$13,175,826.00	$13,345,686
1	1.26	Primary Language Testing	Yes	0	0
1	1.27	Innovative Learning Technology Coaches and Math Resource	Yes	$484,230.00	$494,230
1	1.28	Support for English Learner Best Practices	Yes	0	0
2	2.1	Parent and Family Engagement	Yes	$230,935.00	$66,097
2	2.2	LCAP Survey	Yes	$30,000.00	$49,350
2	2.3	Foster Connections Program	Yes	0	0
2	2.4	Communication Tools and Resources	Yes	$75,000.00	$75,000.00
2	2.5	Parent iPad Academy	Yes	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Interpreter	Yes	$76,131.00	$76,131
2	2.7	Foster Youth Outreach	Yes	0	0
2	2.8	Support for EL and Low Income Familes	Yes	0	0
3	3.1	Climate Survey	No	$30,000.00	$13,750
3	3.2	Elementary MTSS/CAST	Yes	$100,000.00	$177,500
3	3.3	Foster Youth Coordinator	Yes	$123,346.00	$183,346
3	3.4	Foster Youth and McKinney-Vento Mentors	Yes	$30,000.00	$27,500
3	3.5	Safe and Welcoming Schools	Yes	0	$2,500
3	3.6	Counseling Services	Yes	$2,911,332.00	$3,207,854
3	3.7	Additional Special Education staff and supplies	No	$4,615,957.00	$3,147,452
3	3.8	Technology: Safety and Security	No	$169,433.00	$169,433.00
3	3.9	Training to Support Diverse Learners	Yes	$1,000.00	$1,000
3	3.10	Engaging, Rigorous, and Student Centered Learning Environments	Yes	$254,988.00	$216,038

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	**3.11**	Opportunities and Access Task Force	No	$135,000.00	0
3	**3.12**	Additional Health Services Support	No	$1,726,942.00	$1,785,430
3	**3.13**	Student Intervention Resources and Support	Yes	$459,000.00	$236,000
4	**4.1**	School Site Allocations	Yes	$4,361,413.00	$4,385,874
4	**4.2**	Administrative support for categorical programs	Yes	$2,152,828.00	$1,972,430
4	**4.3**	Textbooks	No	$2,552,000.00	$2,311,808
4	**4.4**	Facilities Support	No	$10,000.00	$10,000
4	**4.5**	Increase attendance and enrollment rates	Yes	$207,993.00	$220,563

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
30,830,337	$25,041,690.00	$24,664,814.07	$376,875.93	2.840%	2.840%	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	1.1	EL and Academic Language Professional Development	Yes	$324,076.00	523,899		
1	1.2	EL Academic Support Services	Yes	$1,449,815.00	1,241,173		
1	1.3	EL and Academic Language Supplemental Resources	Yes	$78,000.00	304,047		
1	1.4	Professional Development and Support for Core Subjects	Yes	$427,047.00	375,055		
1	1.5	Outside Professional Development Services	Yes	$7,000.00	7,000		
1	1.7	Mathematics Support Services	Yes	$130,039.00	134,485		
1	1.8	Career Technical Education	Yes	$3,400,000.00	3,247,556		
1	1.9	College and Career Readiness	Yes	$466,000.00	388,424		
1	1.11	Multi-Tiered System of Support (MTSS)	Yes	$55,935.00	12,381		
1	1.12	Science Center	Yes	$173,909.00	174,404		
1	1.13	Early Learning and Elementary Support	Yes	$260,657.00	656,535		
1	1.14	Foster Youth Support	Yes	$15,000.00	89,829		
1	1.15	Student Community Services Administrator	Yes	$98,550.00	98,550		

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	1.16	Middle School Athletics	Yes	$157,500.00	157,500		
1	1.17	AP, IB, STEM and VAPA	Yes	$4,948,650.00	4,583,193		
1	1.18	Secondary Academic Support	Yes	$1,267,862.00	1,045,642		
1	1.19	P21 Specialists	Yes	$362,539.00	293,134		
1	1.21	Assessment	Yes	$553,561.00	505,153		
1	1.22	iLead, Student Achievement Committee, and Assessment Professional Learning	Yes	$105,445.00	297,945		
1	1.23	STEAM Education	Yes	60,653.00	60,653.00		
1	1.24	Professional Learning Plan	Yes	64,924.00	55,924.00		
1	1.26	Primary Language Testing	Yes	0	0	.25	.25
1	1.27	Innovative Learning Technology Coaches and Math Resource	Yes	484,230.00	414,230		
1	1.28	Support for English Learner Best Practices	Yes	0	0	.61	.61
2	2.1	Parent and Family Engagement	Yes	$230,935.00	66,097		
2	2.2	LCAP Survey	Yes	$30,000.00	49,350		
2	2.3	Foster Connections Program	Yes	0	0	.18	.18
2	2.4	Communication Tools and Resources	Yes	$75,000.00	75,000.00		
2	2.5	Parent iPad Academy	Yes			.61	.61
2	2.6	Interpreter	Yes	$500.00	500.00		
2	2.7	Foster Youth Outreach	Yes	0	0	.18	.18

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.8**	Support for EL and Low Income Familes	Yes	0	0	.23	.23
3	**3.2**	Elementary MTSS/CAST	Yes	$100,000.00	77,500		
3	**3.3**	Foster Youth Coordinator	Yes	$123,346.00	123,326.00		
3	**3.4**	Foster Youth and McKinney-Vento Mentors	Yes	$30,000.00	27,500		
3	**3.5**	Safe and Welcoming Schools	Yes	0	2,500	.78	.78
3	**3.6**	Counseling Services	Yes	$2,911,332.00	3,084,914		
3	**3.9**	Training to Support Diverse Learners	Yes	$1,000.00	1,000		
3	**3.10**	Engaging, Rigorous, and Student Centered Learning Environments	Yes	254,988.00	138,419.07		
3	**3.13**	Student Intervention Resources and Support	Yes	459,000.00	236,000		
4	**4.1**	School Site Allocations	Yes	$4,361,413.00	4,385,874		
4	**4.2**	Administrative support for categorical programs	Yes	$1,364,791.00	1,509,559		
4	**4.5**	Increase attendance and enrollment rates	Yes	$207,993.00	220,563		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
256,855,253	30,830,337	0%	12.003%	$24,664,814.07	2.840%	12.443%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023