



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville Union High School District

CDS Code: 04-61515-0000000

School Year: 2024-25

LEA contact information:

Dr. Corey Willenberg

Superintendent

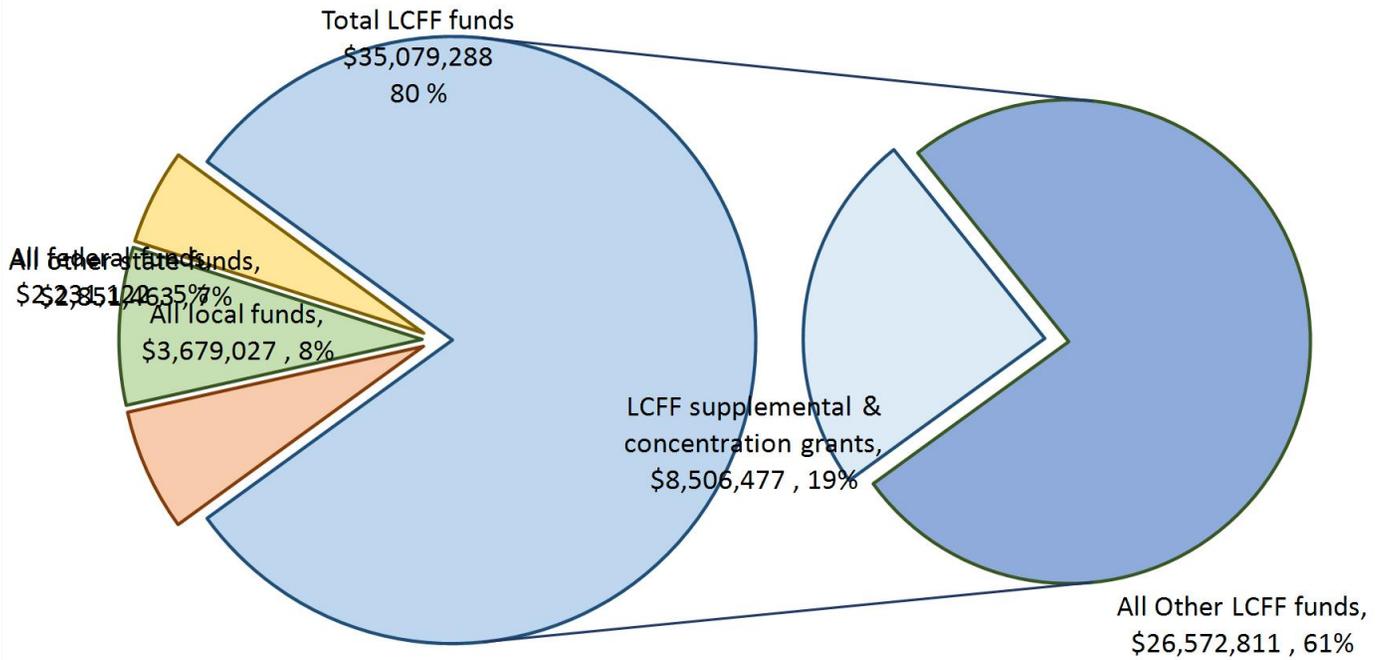
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

Projected Revenue by Fund Source

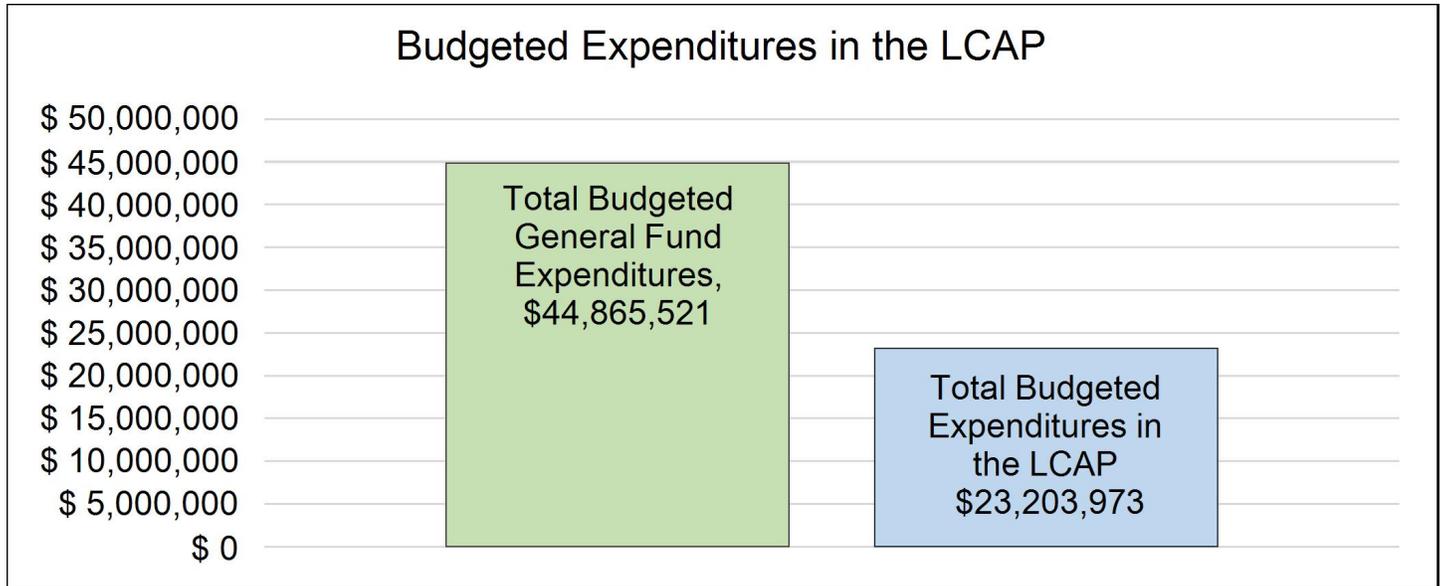


This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oroville Union High School District is \$43,840,900, of which \$35,079,288 is Local Control Funding Formula (LCFF), \$2,851,463 is other state funds, \$3,679,027 is local funds, and \$2,231,122 is federal funds. Of the \$35,079,288 in LCFF Funds, \$8,506,477 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 Oroville Union High 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: Oroville Union High School District plans to spend \$44,865,521 for the 2024-25 school year. Of that amount, \$23,203,973 is tied to actions/services in the LCAP and \$21,661,548 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

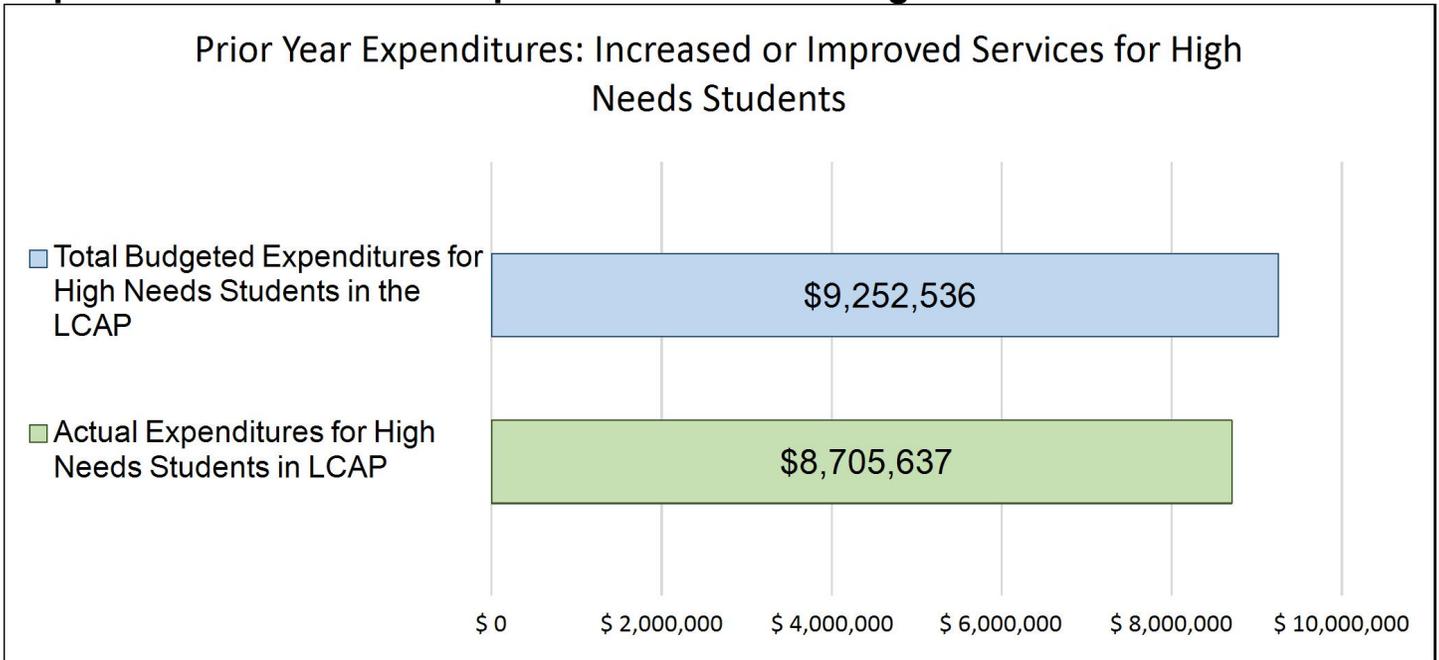
The LCAP does not reflect the entire General Fund budget. The District has defined those programs and services required to provide a basic educational program as its core program. The core program expenditures that do not address the LCAP goals are not included in this document. Examples of core program expenditures include teacher salaries, benefits and instructional materials for classes required for graduation, instructional and transportation costs for students with disabilities, instructional costs for students attending the required minimum day for the continuation school, district and school administration costs, health benefits for retirees, utilities, insurance and debt service payments.

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

In 2024-25, Oroville Union High School District is projecting it will receive \$8,506,477 based on the enrollment of foster youth, English learner, and low-income students. Oroville Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oroville Union High School District plans to spend \$9,848,496 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Oroville Union High 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 Oroville Union High 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, Oroville Union High School District's LCAP budgeted \$9,252,536 for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent \$8,705,637 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$546,899 had the following impact on Oroville Union High School District's ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase services for high needs students were less than total budgeted expenditures as some vacancies were not able to be filled or were filled after the school year began. Some positions were not filled as they were not warranted based on actual student enrollment.



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
Oroville Union High School District	Dr. Corey Willenberg Superintendent	cwillenb@ouhsd.net (530)-538-2300, ext. 1107

Goals and Actions

Goal

Goal #	Description
1	Provide equitable educational opportunities for all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate for all students (Priority 5 Pupil Engagement)	19-20 Data 89.5% All 60.3% SWD 100% Foster Youth 82.4% EL's 90.4% SED 89.4% LPHS 96.0% OHS 56.3% PHS	2021 Data 83.5% All 68.1% SWD N/A Foster Youth 76.9% EL's 82.0% SED 89.3% LPHS 93.9% OHS 48.6% PHS	2022 Data 87.9% All 77.1% SWD N/A Foster Youth N/A EL's 86.8% SED 90.8% LPHS 93.1% OHS 60.6% PHS	2023 Data 83.1% - All 65.3% - SWD 54.5% - Foster Youth 82.9% - EL 82.9% - SED 86.0% - LPHS 89.7% - OHS 63.5% - PHS	94% All 80% SWD 100% Foster Youth 85% EL's
College/Career Readiness Indicator (Priority 8 College/Career Indicator) for all students deemed "Prepared"	19-20 Data All 26.4 SWD 0% EL 23.5% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%	20-21 Data All 21.0% SWD 0% EL 3.1% African American 1.5% American Indian 5.3% Asian 25.2% Hispanic 16.8% White 48.1% SED 72.5% Homeless 6.9%	2022 Data Not reported for 2022	2023 Data 30.7% - All 21.1% - SWD 18.2% - EL 31.8% - African American 20.4% - American Indian 45.6% - Asian 28.9% - Hispanic 30.1% - White 29.4% - SED 15.1% - Homeless	All >40% SWD >40% EL >40% African American >40% American Indian >40% Asian > 60% Hispanic >40% White >40% SED >40% Homeless >40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students (Priority 5 Pupil Engagement)	18-19 Data All 26% LPHS 21.5% OHS 21.5% CDS 93.9% PHS 86.1% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7%	20-21 Data All 26% LPHS 21.5% OHS 21.5% CDS 93.9% PHS 86.1% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7%	2022 Data All 45.2% LPHS 40.1% OHS 47.1% PHS 93.2% SWD 48.6% Foster Youth 45.7% EL's 30.9% SED 48.6%	2023 Data 25.4% - All 23.5% - LPHS 29.5% - OHS 9.8% - PHS 38.6% - SWD 40.7% - Foster Youth 14.4% - EL 28.8% - SED	All <15% SWD <20% Foster Youth <20% ELs <15%
Student Performance on Advanced Placement Exams (score of "3" or better on all exams taken) (Priority 4 Pupil Achievement)	19-20 Data 68% scored a "3" or better on all exams taken)	20-21 Data OHS-66 students took 122 exams and 30% scored a "3" or better. LPHS-57 students took 96 exams and 32% scored a "3" or better.	2022 Data During the 2021-2022 school year, 129 AP exams were taken. At Las Plumas, 25 (19%) of students scored a "3" or better. At OHS, 15 ((12%) of students scored a "3" or better.	2023 Data During the 2022-2023 school year, 125 AP exams were taken. At Las Plumas, 26 (20.8%) of students scored a "3" or better. At OHS, 11 (8.8%) of students scored a "3" or better. Total of all test that scored a "3" or better was 29.6%	>75% scored a "3" or better on all exams taken)
School Facilities in "Good Repair" per CDE Facility Inspection Tool (FIT) Priority 1 Basic)	Average FIT score for all facilities is 90.28%	Average FIT score for all facilities is 92.07%	Average FIT score for all facilities is 87.25%	Average FIT score for all facilities is 91.82%	>Over 90% average for all facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Fully Credentialed and Appropriately Assigned (Priority 1 Basic)	100% appropriately credentialed and assigned as measured by Williams Act criteria.	100% appropriately credentialed and assigned as measured by Williams Act criteria.	100% appropriately credentialed and assigned as measured by Williams Act criteria.	100% appropriately credentialed and assigned as measured by Williams Act criteria.	100% appropriately credentialed and assigned as measured by Williams Act criteria.
Standards aligned instructional materials for all students (Priority 1 Basic)	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.	Continue to have all students with standards aligned instructional materials as measured by Williams Act.
Parent engagement and parent input (Priority 3 Parent Involvement)	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 2,041 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices.	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 3,928 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices. Have also held ELAC, DELAC and School Site Council meetings to	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 5,000 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, and Portrait of a Graduate. Have also held ELAC, DELAC and School Site Council meetings to seek stakeholder input.	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 2,051 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, and Portrait of a Graduate. Have also held ELAC, DELAC and School Site Council meetings to seek stakeholder input.	Continue to engage parents and community members in school district by using dialer/community newsletters/social media. The goal is to increase an average of 2,500 views on Community Newsletters. Increase the number of informational meetings via in-person and Zoom to ten yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		seek stakeholder input.			
Attendance Rate (Priority 5 Pupil Engagement)	19-20 Data OUHSD: 87.5% LPHS:94.7% OHS: 92.5% PHS: 75.4%	20-21 Data OUHSD: 91.51% LPHS:94.8% OHS: 94.04% PHS: 85.70%	2022 Data OUHSD: 85.23% LPHS:88.08% OHS: 86.62% PHS: 64.62%	2023 Data 90.7% - OUHSD 91.2% - LPHS 89.6% - OHS 95.8% - PHS	OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%
High School Dropout (Priority 5 Pupil Engagement)	19-21 Data OUHSD: 33 LPHS: 7 OHS: 3 CDS: 5 PHS: 18	20-21 Data OUHSD: 54 LPHS: 14 OHS: 5 PHS: 31	2022 Data OUHSD: 42 (.07%) LPHS: 16 (.06%) OHS: 10 (.04%) PHS: 15 (.23%)	2023 Data 2.4% (52 students) - OUHSD 2.1% (25 students) - LPHS 2.6% (22 students) - OHS 6.8% (5 students) - PHS	<10 dropouts district-wide
Implementation of CA state Standards including how EL's will access the CCSS and ELD standards (Priority 2).	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.
% of EL's who progress in English proficiency (Priority 4)	18-19 Data 10.71% (6 students) were Proficient on ELPAC. 58 students were tested.	20-21 Data 14.94% (14 students) were Proficient on ELPAC. 95 students were tested.	2022 Data 16% (15 students) were Proficient on ELPAC. 94 students were tested.	2023 Data 18.5% (25 students) were Proficient on ELPAC. 54.2% of all students are making progress towards proficient.	>20% of ELL's will show improvement on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate for English Learners	20-21 Data 11 (15.9%) total for OUHSD	21-22 Data 36 (19.05%) total for OUHSD	2022 Data 24 (26%) total for OUHSD	2023 Data 22.4% (24 students) total for OUHSD	>16% of ELL's will be reclassified

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.

1.1 - TECHNOLOGY REPLACEMENT AND REPAIR:

Implementation:

The procurement of Chromebooks has been completed, alongside various projects aimed at enhancing connectivity. Substantial progress has been made in equipping classrooms and conference rooms district-wide with interactive boards. Professional development initiatives have been tailored to individual needs, with a focus on onboarding new staff at the commencement of each academic year. Repair services have been streamlined, with students able to request repairs through an electronic referral system, centrally coordinated at the respective school sites.

Successes:

The IT department is effectively managing the district's technology infrastructure, ensuring timely support. Teachers now possess the necessary technological resources to deliver instruction effectively. Furthermore, educators are integrating innovative and creative technology solutions into their teaching methodologies, enhancing student engagement and mastery of content.

Challenges:

Given the relatively small size of the IT staff, response times may not always meet expectations. Ensuring accountability for student devices remains an ongoing challenge, with instances of students arriving at school without charged Chromebooks. Limited availability of replacement devices at the sites poses difficulties in meeting students' daily needs.

1.2 - PROFESSIONAL DEVELOPMENT FOR ALL STAFF

Implementation:

The district has facilitated an array of professional development opportunities for staff, including a partnership with PCOE to oversee CR-PBIS implementation. Collaborative efforts at the district level have resulted in the creation of a unified program, focusing on standard alignment and assessment development. UDL coaching has been provided to support both new and experienced teachers, while comprehensive training on the SEL platform, Character Strong, has been delivered to all staff. Additionally, funds have been allocated to enable staff to engage in professional development aligned with their individual growth objectives.

Successes:

The adoption of PBIS strategies has led to tangible improvements, including a reduction in chronic absenteeism and an increase in attendance rates. Collaborative PLC teams are leveraging data to innovate instructional delivery methods, with initiatives such as "Building Thinking Classrooms" yielding positive outcomes in student engagement and retention. Notably, UDL coaching has resulted in enhanced classroom management and individualized instruction among new teachers. Across OUHSD, there has been a notable increase in student achievement in both Math and English compared to the previous year, as evidenced by data from the California Dashboard.

Challenges:

Securing substitute teachers remains a challenge, limiting the availability of staff for professional development activities. Furthermore, providing adequate planning and implementation time for staff to integrate new tools and techniques acquired from PD events presents a logistical challenge.

1.3 - INTERVENTION FOR 5TH YEAR SENIORS

Implementation:

This initiative was not implemented due to the absence of fifth-year seniors returning to the district.

1.4 - PURCHASE ASSESSMENT SOFTWARE FOR TARGETED SUPPORT

Implementation:

The acquisition of MAP assessment software has facilitated screening for incoming EL students and benchmarking in English and Math classes. While this marks the inaugural year of implementation for the English department, teachers are already utilizing benchmarking data to adjust instructional pacing and inform PLC processes.

Successes:

The integration of benchmarking data into instructional planning has proven beneficial, ensuring targeted support for students. Additionally, incoming EL students are being appropriately placed in classes conducive to their success.

Challenges:

Staff may encounter a steep learning curve in utilizing the assessment software, and the duration of benchmark assessments poses logistical challenges. While a shorter version exists, some teachers express concerns regarding the depth of insights gained from it.

1.5 - MAINTAIN AND EXPAND LIBRARY SERVICES

Implementation:

Library services are fully operational at each comprehensive site, available during and after school hours. Despite challenges in filling librarian positions internally, the district has secured services through BCOE to ensure continued library operations.

Successes:

Students now enjoy daily access to libraries both during and after school hours. According to usage records and staff observations, on average, students are accessing the library before and after school 4 out of 5 days per week. Additionally on average, as few as 2 students to as many as 10+ students access the library during these additional times. Staff reports that students use the library for a variety of reasons. Most work on homework but many use it as a place of refuge or quiet to either start or end their day.

Challenges:

The primary challenge remains the availability of qualified staff to fill essential positions within the library services.

1.6 - OUTREACH FOR FOSTER YOUTH BY SOCIAL WORKERS AND BCOE SCHOOL TIES PROGRAM

Implementation:

The district has employed two full-time social workers and assigned three Targeted Case Managers to each school site to oversee programs supporting homeless and foster youth. These personnel provide vital resources and support to students and families, with the additional management of Wellness Centers on site.

Successes:

The establishment of clothing closets at OHS and LPHS has enhanced support for homeless students while fostering a greater sense of community among all students. Notably, there has been a marked increase in student connectedness as a result of these initiatives.

Challenges:

The district faces a significant demand for support services, often exceeding available staff and resources. This imbalance may lead to potential staff burnout and underscores the need for additional resources. Unfortunately, homeless students continue to show slower progress in academic achievement than anticipated. This student demographic remains categorized as 'Low' in academic performance, as indicated on the California Dashboard.

1.7 - SOCIAL EMOTIONAL LEARNING

Implementation:

Originally planned for eight SEL learning periods annually, the district successfully negotiated a weekly SEL period to better address student needs. This implementation includes the integration of the Character Strong curriculum, ensuring all teachers allocate time for SEL activities, resulting in smaller student-to-teacher ratios. Additionally, the district arranged for a guest speaker to address pertinent issues such as bullying and harassment during these sessions.

Successes:

Feedback from student surveys indicates a positive reception to the increased availability of SEL time. Students value the opportunity to engage in meaningful discussions with both peers and supportive adults on a regular basis. Data from both the California Healthy Kids Survey and the Fundamentals SEL screener indicate a moderate increase, year to year, in students' sense of connection to their school sites within the district.

Challenges:

Staff buy-in regarding the Character Strong platform varies, posing a challenge to uniform implementation. Some staff members express discomfort with certain topics, feeling less equipped to navigate challenging conversations with students. Addressing these concerns and providing additional support and training may be necessary to ensure the success of the SEL program.

1.8 - MATH, ENGLISH, AND POSITIVE BEHAVIOR INTERVENTIONS

Implementation:

The initiative has been successfully implemented, with each school site assigning a Teacher on Special Assignment (TOSA) to lead the Positive Behavior Interventions and Supports (PBIS) program. These TOSAs are allocated two prep periods to focus on this role.

Successes:

Notable improvements have been observed in attendance rates, with a significant decrease in chronic absenteeism. Additionally, there has been a decline in the number of suspensions and expulsions.

Challenges:

Despite progress, challenges persist. The multifaceted responsibilities of the TOSAs present logistical hurdles, particularly in coordinating various activities. A primary challenge remains the capacity of TOSAs to effectively manage their duties. Furthermore, achieving full staff buy-in remains an ongoing obstacle, impeding the pace of implementation.

1.9 - TUTORIAL SUPPORT AND PUSH-IN SUPPORT FOR STUDENTS WITH DISABILITIES

Implementation:

This action has been successfully implemented. Each Special Education Teacher has been paired with a dedicated paraprofessional who provides tutorial support to students in both resource rooms and general education classrooms. Special education teachers customize paraprofessionals' schedules based on students' Individualized Education Programs (IEPs) to address specific needs.

Successes:

Feedback from students indicates a heightened sense of support within their general education classrooms due to the additional assistance provided.

Challenges:

Despite efforts, the district continues to face challenges in meeting California Dashboard indicators for students with disabilities. Districtwide, our performance in ELA and Math achievement on state assessments, as well as graduation rates, remains categorized as "Low".

1.10 - DISTRICT ELD COORDINATOR

Implementation:

OUHSD has effectively implemented this action item by appointing a Teacher on Special Assignment (TOSA) to oversee the district's English Language Development (ELD) program.

Successes:

Under the guidance of the District ELD Coordinator, significant improvements have been achieved. They have revitalized the EL Master Plan, initiated a districtwide Professional Learning Community (PLC) for all ELD teachers, and successfully introduced the Ellevation monitoring platform. These efforts have ensured compliance with California Department of Education (CDE) regulations. Notably, the district has observed a notable increase in student progress, with over 54% of English Learner (EL) students making advancements compared to just over 40% in the previous year.

Challenges:

Despite progress, challenges persist, with TOSA capacity remaining a primary concern for the district.

1.11 - SUPPLEMENTAL ENGLISH LANGUAGE DEVELOPMENT SUPPORT CLASSES FOR ALL ELD STUDENTS

Implementation:

The implementation of supplemental ELD support classes is fully integrated into the master schedule across all schools within OUHSD. Each program at both LPHS and OHS is equipped with dedicated bilingual paraeducators, who not only assist in the support classes but also provide additional support by integrating into general education classes.

Successes:

Steady progress is evident in the number of students reclassifying over recent years. Moreover, there has been a notable increase in the number of students steadily progressing towards proficiency.

Challenges:

As the student demographic evolves, the district faces challenges in providing resources for languages not currently supported. Additionally, there is a need to enhance the capacity of general education teachers to incorporate ELD strategies effectively within their classrooms.

1.12 - EXTENDED INSTRUCTIONAL HOURS FROM 15/WEEK TO 30/WEEK AT PROSPECT HIGH SCHOOL

Implementation:

OUHSD has successfully extended instructional hours at Prospect High School (PHS), doubling them from 15 to 30 hours per week. Additionally, PHS has revamped its master schedule to incorporate dedicated time for staff collaboration, aimed at enhancing support for student progress towards graduation.

Successes:

PHS witnessed a modest 3% increase in its graduation rate during the 2022-23 academic year compared to the previous year. While this progress is encouraging, PHS remains categorized as "Very Low" on the California Dashboard. The extended instructional time has resulted in students completing more credits per learning block than in previous years.

Challenges:

Chronic absenteeism poses the greatest challenge for PHS, impacting its efforts to improve student outcomes.

1.13 - COLLEGE CONNECTION PROGRAM

Implementation:

OUHSD continues to provide the College Connection program to students district-wide, admitting 30 students annually.

Successes:

The College Connection program boasts an impressive completion rate, with over 90% of enrolled students successfully earning the maximum available credits. Moreover, all participants accrue credits towards their post-secondary degrees. Recognizing the program's efficacy, the district has successfully secured additional spots for students.

Challenges:

Demand for the College Connection program has consistently exceeded available spots in recent years, indicating a need to address capacity constraints to accommodate the growing interest.

1.14 - MAINTAIN FACILITIES IN GOOD REPAIR

Implementation:

OUHSD remains committed to the ongoing maintenance and upkeep of its facilities.

Successes:

The district's dedication to facility maintenance is reflected in consistently high scores exceeding 90% on the CDE Facility Inspection Tool (FIT) year after year. Notable improvements include the renovation of Harrison Stadium with a new track and replacement of aging field turf.

Challenges:

Despite these successes, the district faces challenges related to aging facilities and increasing costs associated with repairs and replacements. To address this, there is a growing need for a prioritization system for facilities maintenance. Additionally, staffing issues present hurdles in timely response rates for repairs and improvements.

1.15 - TEACHERS AND STAFF ARE APPROPRIATELY ASSIGNED AND CREDENTIALLED

Implementation:

OUHSD diligently adheres to the requirements outlined in the Williams Act to ensure that all staff and teachers are appropriately assigned and possess the necessary credentials. The district has established policies that prioritize placing credentialed staff in suitable assignments.

Challenges:

Persistent staffing shortages pose an ongoing challenge for the district. To mitigate these shortages and ensure students have access to necessary resources, the district occasionally employs interns or individuals with alternative credentials.

1.16 - SUFFICIENT INSTRUCTIONAL MATERIALS

Implementation:

Students at OUHSD have access to a comprehensive range of instructional materials, available in both digital and print formats. The district has initiated a systematic process for materials adoption to ensure that curriculum remains current and aligned with evolving educational standards.

Challenges:

Keeping pace with changing initiatives and standards presents an ongoing challenge for the district. Moreover, the increasing cost of curriculum replacement adds complexity, making it more challenging to swiftly adapt to new requirements if necessary.

1.17 - COLLABORATE WITH BUTTE COLLEGE

Implementation:

OUHSD remains dedicated to providing high school students with opportunities to earn college credit. Currently, across the district, (INSERT NUMBER) different dual enrollment opportunities are offered in collaboration with Butte College.

Successes:

The district has witnessed a notable increase in student participation in dual enrollment courses, with (INSERT NUMBER) students currently taking advantage of these opportunities. This represents a significant increase compared to previous years.

Challenges:

One of the primary challenges is ensuring that the district has staff members who meet Butte College's requirements to offer dual enrollment credits. Additionally, scheduling conflicts between college courses and the high school master schedule pose limitations on student participation in concurrent enrollment, thereby impacting the number of students who can benefit from these opportunities.

1.18 - CREDIT RECOVERY AND SUMMER SCHOOL

Implementation:

Credit recovery initiatives are currently facilitated through a partnership with our Adult Education program. Additionally, the district offers a summer session for credit recovery, providing students with increased opportunities to recover missed credits.

Successes:

Students who participate in these programs successfully recover credits and progress towards graduation.

Challenges:

Credit recovery via Oroville Adult Education primarily operates after school hours in an independent study model, which may not cater to the needs of all students, resulting in a lower success rate. Additionally, limitations exist in enrolling students for the summer school session, further restricting access to credit recovery opportunities.

1.19 - PROVIDE OUTREACH TO INCOMING 9TH GRADERS

Implementation:

Both LPHS and OHS have successfully implemented outreach programs for incoming 9th grade students. Students are invited to participate in campus tours and information sessions, and staff members visit feeder schools to provide guidance on course selection and assist students in completing course requests. Additionally, a comprehensive two-day freshman orientation is conducted on each campus the week before the start of the school year for all incoming students.

Successes:

The majority of incoming students actively participate in freshman orientation each year, and feeder schools play a vital role in encouraging student attendance for field trips and tours.

Challenges:

Despite efforts, not all students take advantage of these opportunities, resulting in a steeper learning curve for those who do not participate.

1.20 - PROVIDE FACILITIES TO THE THE BOYS AND GIRLS CLUB OF THE NORTH VALLEY

Implementation:

The Boys and Girls Club operates clubhouses on both the LPHS and OHS campuses, offering a range of services including tutoring, social-emotional learning (SEL) supports, career exploration, and enrichment activities. This partnership is fully implemented.

Successes:

(Student information presented at the board meeting can be added here)

Challenges:

While the partnership is established, full funding for this collaboration remains a challenge. The district supplements the allocation with other funds to sustain the program, but the ongoing availability of these funds is uncertain, potentially impacting the long-term sustainability of the partnership.

1.21 - MAINTAIN AND EXPAND THE INDEPENDENT STUDY PROGRAM

Implementation:

The Independent Study Program, housed within the Center for Independent Study, is fully operational and currently serving over 300 students, reaching maximum capacity.

Successes:

Students enrolled in the program are experiencing success, supported by dedicated staff who provide resources and assistance tailored to individual student needs.

Challenges:

High demand for the Independent Study Program occasionally exceeds our capacity to accommodate all student requests. As a result, the district maintains a wait list to prioritize enrollment when space becomes available.

1.22 - ADDITION OF ONLINE GEOGRAPHY AND INDEPENDENT STUDY PE

Implementation:

This action is partially implemented, with Independent Study PE currently offered at both LPHS and OHS. However, Online Geography is not available due to the determination that Geography does not pose a barrier to accessing elective courses like band and Spanish.

Successes:

The inclusion of Independent Study PE allows students to incorporate Band, Spanish, or other electives into their schedules, promoting equitable access for all students.

Challenges:

Limited space in the Independent Study PE program may pose challenges as student requests could exceed class capacity.

1.23 - ADDITIONAL PATHS TO A DIPLOMA FOR STUDENTS WITH DISABILITIES

Implementation:

The district has diligently reviewed policies and procedures to expand diploma options for students with disabilities, in alignment with the requirements of AB 181. This action has been successfully implemented.

Successes:

Significant progress has been achieved in ensuring that students with disabilities have access to alternative diploma pathways. The district is in the final stages of refining processes related to this initiative.

Challenges:

The primary challenge has been establishing clear minimum standards for coursework to fulfill the requirements of these alternative diploma pathways.

1.24 - ADD ADDITIONAL STAFF TO PROVIDE DIRECT SUPPORT TO STUDENTS

Implementation:

This action is partially implemented, with both LPHS and OHS each receiving an additional assistant principal. Furthermore, co-taught courses in Math, English, and Social Sciences are offered at both schools. However, the district has faced challenges in hiring an additional social worker.

Successes:

Students enrolled in co-taught classes benefit from a more personalized learning experience. General Education teachers report gaining valuable insights into modifying and accommodating individual student needs.

Challenges:

The primary challenge lies in the limited availability of credentialed social workers, resulting in the inability to fill the additional position. Additionally, the capacity of co-taught courses is restricted, limiting access for students who may require this support.

1.25 - REOPEN CDS

Implementation:

Community Day School has successfully reopened, with students receiving support from a dedicated teacher, paraprofessional, and universal support staff. They are equipped with the necessary curriculum and supplies for success, marking this action as fully implemented.

Successes:

CDS offers a secure and supportive environment where students can thrive, particularly those who may have struggled at their previous school. With a low teacher-to-student ratio, students benefit from a personalized educational experience.

Challenges:

The primary challenge has been staffing the teacher position, impacting the seamless operation of the program.

1.26 - ADDITIONAL CUSTODIANS

Implementation:

The district has successfully hired a sufficient number of custodians to ensure comprehensive coverage and maintain cleanliness across school sites, marking this action as fully implemented.

Challenges:

Despite adequate staffing levels, cleanliness standards remain a challenge, particularly in areas such as bathrooms, as highlighted in LCAP surveys. Multiple survey responses from students and staff have indicated dissatisfaction with the cleanliness of certain school facilities.

1.27 - INDIAN EDUCATION COORDINATOR

Implementation:

This action was fully implemented at the start of the 2023-2024 school year. However, during the year, the Indian Education Coordinator resigned, leaving the position vacant. Currently, the position remains unfilled.

Successes:

The Indian Education Coordinator played a vital role in fostering strong connections between OUHSD and local Native American tribes.

Challenges:

Despite the initial implementation success, the district has faced challenges in filling the vacant Indian Education Coordinator position.

1.28 - DATAZONE CONTRACT

Implementation:

This action has been successfully implemented, with the district contracting with the Santa Clara Office of Education for the DataZone platform.

Successes:

DataZone offers real-time data, empowering district and site leaders to make informed decisions.

Challenges:

Despite its successes, one challenge is the occasional unavailability of required data on DataZone. Additionally, the process for making changes to data collection methods within DataZone can be slow, leading to delays.

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.

Actual expenditures for actions and services to increase services for high-needs students were less than total budgeted expenditures as some vacancies were not able to be filled or were filled after the school year began. Some positions were eventually not filled as they were not warranted based on actual student enrollment.

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

To uphold its commitment to fostering equitable educational opportunities for every student, OUHSD implemented a series of targeted action items. These initiatives were designed to eliminate disparities and enhance access to educational resources across the district. Through diligent efforts, OUHSD sought to ensure that every student, regardless of background or circumstance, had the necessary support and opportunities to thrive academically. The action items encompassed a spectrum of strategies aimed at addressing various aspects of educational equity. This included initiatives to improve access to advanced coursework, provide additional support for students with diverse learning needs, enhance resources for English Language Learners, and promote inclusive practices within the school community. Furthermore, OUHSD prioritized initiatives to address systemic barriers that hindered equitable access to educational opportunities. This involved targeted interventions to mitigate disparities in resources, funding, and support services across different schools and student populations within the district. An in-depth analysis will be conducted to evaluate the efficacy of these action items in achieving their intended outcomes. This assessment will encompass a comprehensive review of quantitative data, qualitative feedback from stakeholders, and/or anecdotal evidence gathered from the implementation process. Through this evaluation, OUHSD aims to identify areas of success, as well as areas for improvement, in its ongoing efforts to promote educational equity and excellence for all students.

1.1 - TECHNOLOGY REPLACEMENT AND REPAIR

The primary objective of this action was to ensure universal access to digital curriculum and supplementary materials throughout the entire OUHSD district. Additionally, it aimed to equip educators with technological tools to facilitate diverse instructional approaches tailored to meet the varying needs of their students. As measured by the metric "Standards Aligned Instructional Materials For All Students," OUHSD has consistently delivered essential instructional materials over the past three years. However, upon reviewing feedback from students and staff, particularly concerning Chromebooks and other technological resources, several challenges have surfaced, necessitating remedial action to enhance the efficacy of this initiative. Staff members have expressed concerns about students' inconsistent adherence to bringing charged Chromebooks to class, exacerbating resource shortages. Additionally, insufficient spare devices exacerbate the issue, hindering effective instruction delivery. Moreover, students have reported complexities in the process of seeking repairs or technical support from the district IT team, resulting in prolonged device downtime lasting several days to even a week. Furthermore, the challenge of limited connectivity in certain geographical areas has been identified as a significant barrier for students, particularly when digital completion of assignments is required. Despite these challenges, it's important to acknowledge the systemic effectiveness of this initiative in initially providing students with equitable educational opportunities. However, proactive measures must be taken to address the identified issues comprehensively, ensuring seamless access to technological resources for all students across the district.

1.2 - PROFESSIONAL DEVELOPMENT FOR ALL STAFF

This action aimed to provide comprehensive professional development (PD) opportunities for all staff, addressing the diverse needs of both students and educators. Emphasis was placed on integrating English Language Development (ELD) strategies across all content areas. PD sessions were delivered district-wide, as well as tailored to specific content groups and individual staff members. The effectiveness of this initiative was measured using a range of metrics, including Graduation Rate, Chronic Absenteeism Rate, Student Performance on Advanced Placement Exams, Attendance Rate, High School Dropout Rate, Percentage of English Learners progressing towards English proficiency, and Reclassification Rate for English Learners. Analysis of the provided metrics revealed a nuanced picture of outcomes. While the overall graduation rate experienced a decline from 89.5% in 2019-2020 to 83.1% in 2022-2023, with most student subgroups showing similar declines, there were notable exceptions, such as the steady increase in graduation rates among students at PHS from 56.3% to 63.5% over the same period. Regarding chronic absenteeism, although there was a slight decline from 26% in 2019-2020 to 25.4% in 2022-2023, it

marked a significant improvement from the peak rate of 45.2% observed in the 2021-2022 school year. Similarly, while there was a slight increase in student dropout rates from 33 to 52 students, constituting 2.4% of the student population, attention must be paid to sustaining efforts to prevent further increases. A noteworthy success of this action was observed in the English Learner population, with a substantial increase in the percentage of students labeled as "Proficient" on the ELPAC assessment, rising from 10.7% to 18.5% from baseline data in 2018-19 to 2022-2023. Additionally, there was an increase in the reclassification rate for English Learners from 15.9% to 22.4% during the same period. Overall, while this action demonstrated partial effectiveness in terms of student outcomes, it effectively aligned with the overarching goal of providing equitable educational opportunities for all students. To further enhance effectiveness, future PD initiatives should be more precisely targeted based on data collected at various levels, and greater support should be provided for implementation post-PD. Continued focus on PD for ELD strategies holds promise for driving further student progress and achievement.

1.3 - INTERVENTION FOR 5TH YEAR SENIORS

Over the past three years, there has been zero utilization of the 5th-year option by any students. Although the intention behind this action aligns with the broader goal of ensuring equitable educational opportunities for all students, OUHSD has decided not to include it for further LCAP consideration. It's important to note that the option remains available to any student who may require it.

1.4 - PURCHASE ASSESSMENT SOFTWARE FOR TARGETED SUPPORT

The purpose of implementing the NWEA MAP assessment software was to ensure accurate placement of students in Math and English classes. Additionally, it served as a tool to assess incoming English Learner (EL) students for appropriate placement in English Language Development (ELD) courses and was instrumental in determining if EL students could be reclassified. By aligning students with courses that suit their needs and identifying areas for improvement, this initiative lays a solid foundation for students entering OUHSD, ultimately impacting graduation rates positively. Despite fluctuations in graduation rates over the past three years, analyzing this action also involved evaluating the performance of students on AP exams. While the percentage of students scoring a "3" or higher decreased from 68% to 29.6% between 2019-2020 and 2022-2023, there has been notable progress among EL students, with an increase in English proficiency and a rise in the number of EL students being reclassified. While the direct impact of this action on student outcomes is challenging to quantify, its positive effect on EL students' course placement and progress is evident. Overall, this initiative contributes to fostering equitable educational opportunities for all students, albeit partially achieving its intended goal.

1.5 - MAINTAIN AND EXPAND LIBRARY SERVICES

The primary objective of this initiative is to enhance students' access to the library for their academic requirements. To achieve this, OUHSD not only ensured the availability of current and well-maintained resources but also streamlined management and organization using Follet software. By extending operating hours and ensuring the relevance of materials, students have ample opportunities to utilize the library's resources before and after school, as well as during regular hours. This inclusive approach ensures accessibility for all students, making the implementation of this action highly effective in providing equitable educational opportunities to all students.

1.6 - OUTREACH FOR FOSTER YOUTH BY SOCIAL WORKERS AND BCOE SCHOOL TIES PROGRAM

To assess the impact of these efforts, the district scrutinized Chronic Absenteeism, Attendance, and High School Dropout rates. Chronic absenteeism experienced a notable surge in the 2021-2022 academic year, reaching an overall rate of 45.2%. However, in the subsequent year, the district managed to mitigate this issue, reducing the chronic absenteeism rate to 25.4%. While this represents only a slight improvement from the baseline, it marks a significant leap from the previous year's figures. Furthermore, there has been a commendable

uptick in overall attendance rates, climbing from 87.5% in 2019-2020 to 90.7% in 2022-23. Despite these positive trends, it's crucial to note a concerning rise in student dropouts, with the total number escalating from 33 in 2019-2020 to 52 in the 2022-23 academic year. Despite this setback, the overall trend indicates an improvement in attendance behavior. Considering the broader context, this action can be deemed effective and warrants continuation. While challenges remain, the positive strides made in attendance rates coupled with the efforts to address chronic absenteeism signify progress in fostering a supportive and equitable educational environment within OUHSD.

1.7 - SOCIAL EMOTIONAL LEARNING

Initially, OUHSD implemented 8 Social and Emotional Learning (SEL) periods in the bell schedule to address crucial topics such as bullying, harassment, and other social, emotional, and interpersonal needs. Building upon this foundation, the district expanded its SEL initiatives by incorporating dedicated advisory periods three times per month. These sessions aimed not only to impart SEL skills but also to create a safe space for students to engage in meaningful discussions on challenging topics. To evaluate the effectiveness of these interventions, the district examined metrics such as Chronic Absenteeism, Attendance, and High School Dropout rates to gauge improvements in student connectedness. Chronic absenteeism witnessed a notable surge during the 2021-2022 academic year, peaking at an overall rate of 45.2%. However, in the subsequent year, the district successfully mitigated this issue, achieving a reduction in the chronic absenteeism rate to 25.4%. While this improvement may seem incremental, it signifies a significant leap from the previous year's figures. Additionally, there has been a commendable increase in overall attendance rates, rising from 87.5% in 2019-2020 to 90.7% in 2022-23. Despite these positive trends, it is imperative to acknowledge a troubling rise in student dropouts, with the total number escalating from 33 in 2019-2020 to 52 in the 2022-23 academic year. Nonetheless, the overarching trend indicates progress in attendance behavior. In light of the broader context, these actions can be deemed effective and merit continuation. While challenges persist, the improvements in attendance rates and the concerted efforts to address chronic absenteeism underscore the advancement toward fostering a supportive and equitable educational environment within OUHSD.

1.8 - MATH, ENGLISH, AND POSITIVE BEHAVIOR INTERVENTIONS

TOSAs (Teachers on Special Assignment) were strategically deployed to facilitate the implementation of CR-PBIS (Culturally Responsive Positive Behavioral Interventions and Supports) programming and to diligently monitor California School Dashboard data. Their primary focus was to identify student needs and deliver targeted support to enhance Math and English proficiency scores. According to the school dashboard data, both Math and English scores demonstrated a modest uptick compared to the previous year. Furthermore, there was a notable improvement in the percentage of students classified as "Prepared" based on the College and Career Indicator, rising from 26.4% in 2019-2020 to 30.7% overall in 2022-23. However, it's important to note a concerning decline in the overall graduation rate, which decreased by 6.4% from the baseline to 83.1%. Despite this setback, there have been positive developments in chronic absenteeism rates and attendance rates throughout the LCAP (Local Control and Accountability Plan), indicating an enhanced sense of school connectedness among students. While acknowledging that there is more work to be done, the data suggests that this initiative has had an overall positive impact. Despite the decline in graduation rates, the improvements in Math and English scores, as well as the increased percentage of students deemed "Prepared" for college and career, underscore the effectiveness of this action. Therefore, it is concluded that this initiative has been effective in advancing the educational objectives of the district.

1.9 - TUTORIAL SUPPORT AND PUSH-IN SUPPORT FOR STUDENTS WITH DISABILITIES and 1.23 - ADDITIONAL PATHS TO A DIPLOMA FOR STUDENTS WITH DISABILITIES

These initiatives were specifically targeted towards supporting Students with Disabilities (SWD). OUHSD implemented additional para-educator assistance both within classrooms and in one-on-one settings to ensure that student accommodations and modifications were effectively implemented, thus ensuring that students received the necessary academic support tailored to their individual needs. Furthermore, the introduction of tutorial support classes provided invaluable additional time for students to receive personalized academic assistance across all their subjects. The district also is undergoing a review of district policies and procedures to address the need for additional pathways that students with disabilities can utilize to earn a diploma. This includes greater access to core academic subjects utilizing the supports already mentioned and leveraging other coursework to satisfy graduation requirements. Analysis of graduation rates among SWD students revealed a notable improvement, with rates climbing from 60.3% in 2019-2020 to 65.3% in 2022-23, marking a 5-point increase. Additionally, there was a remarkable surge in College and Career readiness among SWD students, with the percentage of students deemed "Prepared" soaring from 0% in 2019-20 to 21.1% in 2022-23. Based on this compelling data, it is evident that this initiative had a profoundly positive impact on student achievement, effectively providing equitable educational opportunities for SWD students. Therefore, this action is deemed highly effective in fostering inclusive and supportive learning environments within OUHSD.

1.10 - DISTRICT ELD COORDINATOR and 1.11 - SUPPLEMENTAL ENGLISH LANGUAGE DEVELOPMENT SUPPORT CLASSES FOR ALL ELD STUDENTS

Through the implementation of a District English Language Development (ELD) Coordinator role and dedicated ELD courses, OUHSD has witnessed a significant enhancement in overall student proficiency in English language acquisition. Notably, according to our school dashboard, OUHSD achieved a "Green" or "High" rating on the English Learner Proficiency Indicator, marking a commendable achievement in this domain. Furthermore, our district has experienced substantial growth in the number of students demonstrating progress towards English proficiency, with an impressive over 8.5% increase observed from 2018-19 to 2022-23. Additionally, our reclassification rate has notably improved, rising to 22.4% in 2022-23 from 15.9% in 2020-21. This noteworthy progress can be attributed largely to the dedicated efforts of our district ELD team. The District Coordinator plays a pivotal role in ensuring district-wide compliance with ELD standards and meticulously monitors student data to provide targeted support and intervention. Moreover, leading a district ELD Professional Learning Community (PLC) group, they actively analyze data to identify student needs and spearhead intervention strategies. This multifaceted approach has proven highly effective in providing English Learner students with equitable educational opportunities, ensuring that they receive the necessary support to thrive academically within OUHSD.

1.12 - EXTENDED INSTRUCTIONAL HOURS AT PROSPECT HIGH SCHOOL

OUHSD implemented extended instructional hours at Prospect High School with the aim of providing students with increased opportunities to earn credits towards graduation and to facilitate timely graduation. The impact of this initiative is evident in the notable improvement observed in the graduation rate at PHS, which rose from 56.3% in the baseline year of 2019-20 to 63.5% in 2022-23. Moreover, there has been a striking reduction in chronic absenteeism rates at PHS, plummeting from 86.1% in 2018-19 to 38.6% in 2022-23. These compelling data points serve as a testament to the efficacy of this action in enhancing student outcomes. By providing extended instructional hours, OUHSD effectively created more equitable educational opportunities for the students of Prospect High School, ensuring that they have the support and resources needed to succeed academically and graduate on time.

1.13 - COLLEGE CONNECTION PROGRAM and 1.17 - COLLABORATE WITH BUTTE COLLEGE

The implementation of the College Connection Program aimed to offer seniors a unique opportunity to complete their final year of high school by enrolling full-time at Butte College. This innovative initiative enables students to concurrently earn credits toward both high school

graduation requirements and AA/AS degrees or prepare for transfer to a four-year university. Notably, the program boasts a remarkable 100% on-time graduation rate among participating students. Furthermore, through a fruitful partnership with Butte College, OUHSD extends opportunities for Dual Enrollment credit, allowing students to earn college credits under the guidance of our own teachers on our campuses. This collaboration has resulted in a notable uptick in enrollment in courses offering dual enrollment over the past few years. While the district's overall graduation rate experienced a decline since the baseline year, there has been a notable increase in the percentage of students deemed "Prepared" according to the College and Career Indicator, with 30.7% of students achieving this designation, up from 26.4% in 2019-20. While it's challenging to directly attribute student achievement solely to these programs, it's essential to acknowledge their inclusive nature, as they are open to all students. Therefore, in terms of achieving the overarching goal of providing equitable educational opportunities to all students, these actions are considered highly effective.

1.14 - MAINTAIN FACILITIES IN GOOD REPAIR and 1.26 - ADDITIONAL CUSTODIANS

OUHSD employs the California Department of Education (CDE) approved Facility Inspection Tool (FIT) to meticulously assess the condition of facilities district-wide. Any identified repairs or issues outlined in the FIT reports are promptly addressed to uphold safety standards and preserve the integrity of our facilities. Over time, the district has witnessed a commendable improvement in FIT scores, rising from 90.28% in 2019-20 to 91.82% in 2022-23. This upward trend underscores our commitment to maintaining facilities in good repair, ultimately contributing to the equitable access to educational opportunities for all students throughout the district. By ensuring that our facilities are safe and well-maintained, this action serves as an effective means of fostering an environment conducive to learning and supporting the diverse needs of our student population.

1.15 - TEACHERS AND STAFF ARE APPROPRIATELY ASSIGNED AND CREDENTIALLED

The district proudly maintains a workforce where 100% of teachers and staff possess the requisite credentials and are thoughtfully assigned to their respective roles. This diligent approach ensures that qualified and competent professionals are consistently present to guide and support our students, thereby fostering equitable access to educational opportunities across the board. By prioritizing the deployment of appropriately credentialed and assigned staff, the district demonstrates its unwavering commitment to delivering high-quality education to every student. Consequently, this action is unequivocally recognized as effective in advancing our mission of providing equitable educational opportunities for all.

1.16 - SUFFICIENT INSTRUCTIONAL MATERIALS

All instructional materials utilized throughout the district adhere strictly to the standards mandated by the California Department of Education. Additionally, in accordance with the Williams Act requirements, every student is ensured access to an ample supply of instructional materials. This steadfast commitment to compliance not only upholds the integrity of our educational offerings but also ensures that all students, regardless of background or circumstance, have equitable access to the resources necessary for their academic success. By rigorously adhering to these standards and provisions, this action serves as a cornerstone in our efforts to provide every student with the equitable educational opportunities they deserve.

1.18 - CREDIT RECOVERY AND SUMMER SCHOOL

Currently, OUHSD provides opportunities for credit recovery through its summer credit recovery session, which is open to all students in need of credit retrieval. Additionally, the Adult Education program offers credit recovery options, allowing students to engage in independent learning platforms throughout the school year. However, despite these efforts, the effectiveness of this action has not met our expectations.

Graduation rates have experienced a slight decline compared to baseline data, and the number of students successfully completing credit recovery opportunities has remained at 50% or lower over the past few years. It's evident that a more focused approach is necessary to address these challenges. To enhance the effectiveness of our credit recovery initiatives, the district will implement a targeted strategy. Beginning with the 2024-25 school year, credit recovery sections will be integrated into the master schedule, providing students with structured and accessible opportunities to recover credits. This proactive approach aims to bolster student success and ensure that all students have the support they need to thrive academically.

1.19 - PROVIDE OUTREACH TO INCOMING 9TH GRADE STUDENTS

The primary goal of this initiative was to introduce incoming 9th-grade students to OUHSD campuses and staff, fostering a sense of familiarity and comfort. Feedback from participating students indicated that they felt more at ease when starting school compared to those who did not attend these events. While these events undoubtedly had a positive impact on students' initial school experiences, it's important to note that the data cannot directly correlate with changes in attendance rates, graduation rates, or student achievement data. Considering these factors, it may be more appropriate to align this action under a different goal in future LCAP considerations. This strategic shift will allow for a more targeted approach in addressing specific objectives while ensuring that resources are effectively allocated to initiatives that directly impact student outcomes.

1.20 - PROVIDE FACILITIES TO THE BOYS AND GIRLS CLUB OF THE NORTH VALLEY

The Boys and Girls Club offers a secure environment where students receive academic support, engage in social activities, and benefit from adult guidance. OUHSD generously provides facilities to the Boys and Girls Club to facilitate these essential services. As previously mentioned, OUHSD has observed a reduction in Chronic Absenteeism and an uptick in overall attendance rates, indicative of heightened student engagement compared to baseline years. While establishing a direct causal link between this action and outcomes can be challenging, it undoubtedly plays a contributory role. Moreover, the Boys and Girls Club has experienced a surge in enrollment over the past few years, underscoring its increasing relevance and effectiveness in serving our student community. Additionally, the club's staff members play pivotal roles as integral members of our attendance teams, offering invaluable support to students facing attendance challenges. Given these compelling factors, it is evident that this action item effectively promotes equitable access to educational opportunities for all students within OUHSD.

1.21 - MAINTAIN AND EXPAND THE INDEPENDENT STUDY PROGRAM

The objective of this action was to broaden student opportunities by offering participation in an alternative setting, fostering a more individualized approach towards graduation. Despite a decline in the district graduation rate to 83.1% in 2022-23 from the baseline of 89.5% in 2019-20, it's essential to acknowledge the value of this alternative setting. While the action may not have initially impacted the graduation rate positively, student feedback underscores the significance of providing access to this alternative option. Many students rely on this setting due to various reasons, including medical, social-emotional, or family needs. Although the action hasn't directly influenced the graduation rate, it has effectively fulfilled its goal of ensuring equitable access to educational opportunities for these students. By offering a tailored approach that accommodates diverse needs, the district remains committed to supporting every student's journey towards academic success.

1.22 - ADDITION OF ONLINE GEOGRAPHY AND INDEPENDENT STUDY PE

The overarching goal of this initiative was to create opportunities for students to adjust their schedules, thereby gaining access to CTE courses, foreign languages, Band, and other elective classes that might otherwise be unavailable due to scheduling constraints. Despite the challenge of a declining graduation rate, this action has effectively ensured equitable access to educational opportunities, particularly among our English Learner (EL) students. By providing the option of Independent Study PE, students can better accommodate the scheduling demands of their English Language Development (ELD) classes while still accessing elective courses. This flexibility has proven beneficial, resulting in an increase in the number of EL students progressing towards English proficiency and reclassification. It's worth noting that although Independent Study PE has consistently reached capacity each semester, there has been limited uptake of the Online Geography option. This discrepancy can be attributed in part to staffing constraints, which prevented the offering of Online Geography due to resource limitations. Consequently, Online Geography will be omitted from future actions to ensure resources are allocated more effectively. In conclusion, while this action has not directly impacted the graduation rate, it has successfully delivered on its objective of providing equitable access to educational opportunities, particularly for EL students. Moving forward, continued efforts to enhance flexibility and resource allocation will further support student success and academic achievement.

1.24 - ADD ADDITIONAL STAFF TO PROVIDE DIRECT STUDENT SUPPORT

OUHSD has augmented its staffing to provide direct assistance to students, aiming to address both academic challenges and social-emotional difficulties. With increased staff resources, the district is better equipped to implement tailored supports and interventions as needed, ensuring that students receive the assistance required to thrive academically and emotionally. Although the district experienced a decline in the graduation rate, there have been notable improvements in overall attendance rates and a reduction in Chronic Absenteeism. While tangible academic improvements are still pending, the uptick in school attendance suggests a heightened sense of connectedness among students to their school community. By attending school more regularly, students gain increased access to educational opportunities and social-emotional support. This action is deemed effective in providing equitable opportunities for all students, as the additional staff members are dedicated to supporting the diverse needs of every student within the district.

1.25 - REOPEN CDS

The reopening of Community Day School by OUHSD has introduced another alternative setting tailored for students who may not thrive in traditional school environments. This initiative not only offers a supportive environment for students facing behavioral challenges but also provides them with opportunities to learn in a smaller, more conducive setting. While students typically spend only a semester or two at CDS, their time there may not directly influence traditional student achievement data. Nonetheless, this action plays a crucial role in ensuring equitable educational opportunities for all students, regardless of their learning or behavioral difficulties. By offering an alternative learning environment that caters to the diverse needs of students, OUHSD demonstrates its commitment to providing every student with the opportunity to succeed academically and thrive personally. This initiative reflects the district's dedication to fostering inclusivity and supporting students along their educational journey.

1.27 - INDIAN EDUCATION COORDINATOR

This action involved the partial funding of a District Indian Education Coordinator, tasked with serving as a vital link between our local tribes and OUHSD. This coordinator worked closely with students and families to assess their needs and collaborated with the district to devise tailored support strategies for our American Indian students. Data from the California Dashboard reveals notable improvements among our American Indian population, with increases in English Language Arts and Math scores reaching 27.9 and 23.1, respectively. Moreover, the graduation rate witnessed a commendable rise of 1.3% and was rated as "Green or High." However, there is a concerning uptick of 3.4% in

the suspension rate within this population group. Despite this challenge, the presence of a dedicated liaison between the school and families has proven instrumental in achieving positive outcomes for our American Indian students. By ensuring effective communication and targeted support, the district has successfully met the needs of this population, leading to improved academic performance and increased graduation rates. Overall, this action has been highly effective in fostering equitable educational opportunities for all students, exemplifying the district's commitment to serving diverse student populations and promoting academic success for every individual.

1.28 - DATAZONE CONTRACT

While DataZone may not directly influence student actions, it serves as a crucial tool for informing staff decision-making processes. Through this data clearinghouse, administrators, teachers, and other staff members can effectively identify areas of student need and implement targeted supports and interventions accordingly. DataZone plays a pivotal role as a foundational resource, guiding the implementation of various actions outlined in this LCAP. Although there may not be a direct causal link between DataZone and student outcomes, its utilization provides the necessary tools for making informed decisions based on student needs. By leveraging the insights gleaned from DataZone, staff members are empowered to adopt a proactive approach to address student needs and promote equitable educational opportunities for all students. In summary, the integration of DataZone into our decision-making processes has proven effective in supporting our overarching goal of providing equitable educational opportunities for every student within OUHSD.

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.

While the overarching theme of this goal remains consistent, there will be a heightened emphasis on student mastery in core content and skill acquisition, aligning more closely with our Portrait of a Graduate framework and promoting its values. To enhance the effectiveness of this goal, we have incorporated metrics associated with academic achievement, focusing on English Language Arts and Math student outcomes, and have expanded the analysis to include all student subgroups for a more comprehensive understanding.

To establish clear and measurable outcomes, we have utilized the 5x5 charts from the California Dashboard to calculate annual growth targets, aiming to elevate the district to a maintenance level of "Green or High" by 2030. This approach ensures a systematic and sustainable path for growth over time.

In our effort to refine the alignment between actions and goals, we have identified specific actions better suited for other goals and have made adjustments accordingly. Actions such as 1.7, 1.12, 1.13, 1.17, and 1.19 have been realigned, while Action 1.3 will be omitted from future iterations of the LCAP due to limited utility. Action 1.2 will undergo revision to provide more targeted professional development opportunities focusing on PLC, ELD integration, PBIS, and content-driven initiatives.

Moreover, Action 1.7 has been updated to reflect the implementation of weekly SEL advisory sessions, enhancing social-emotional learning opportunities for students. Additionally, Action 1.22 will be amended to reflect the discontinuation of Online Geography due to staffing concerns and lack of student interest.

All other actions will retain their original intent, with further clarification provided to delineate the specific requirements and expected outcomes associated with each action. These refinements will ensure that our efforts remain aligned with our overarching goals and facilitate meaningful progress towards promoting equitable educational opportunities for all students within OUHSD.

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	Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey question on school being a supportive and inviting place for students to learn). (Priority 6 School Climate)	71% agree (720 students) (17/18 data)(9th graders and 11th graders took the survey)	CHKS survey was administered to students grades 9-12. 1,143 students took the survey and 26% of respondents agreed school was supportive and an inviting place for students to learn.	CHKS survey was administered to students grades 9-12. 731 students took the survey and 40% of respondents agreed felt they were part of the school.	CHKS survey was administered to students grades 9-12. 1429 students took the survey and 41% of respondents agreed felt they were part of the school.	85% agree
Implementation of PBIS (Priority 6 School Climate)	Implementation of PBIS 19-20	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).	Full implementation of PBIS all schools.
Suspension Rate (Priority 6 School Climate)	19-20 Data OUHSD 8.7% LPHS 7.1% OHS 8.1% PHS 18.0% CDS 29.0%	20-21 Data OUHSD .1% LPHS .1% OHS .2% PHS 0%	2022 Data OUHSD 5.5% LPHS 3.6% OHS 6.9% PHS 11.7%	2023 Data 6.1% - OUHSD 4.9% - LPHS 6.8% - OHS 7.9% - PHS	<2% for all students and SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate (Priority 6 School Climate)	All .25%	All 0 for 20-21	All 6 (.24%)for 21-22 LPHS 1 (.07%) OHS 4 (.38%) PHS 1 (.53%)	2023 Data .93% (20 students) - OUHSD .92% (11 students) - LPHS .94% (8 students) - OHS 1.4% (1 student) - PHS	.25% for all students

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.

2.1 - MONITOR FOR IMPLEMENTATION OF CR-PBIS

Implementation:

OUHSD has engaged Dr. Ramiro Rubalcaba as our independent monitor to facilitate the DOJ stipulated agreement and support the implementation of CR-PBIS. This initiative has been successfully executed.

Successes:

Dr. Rubalcaba's expertise has significantly contributed to fulfilling the DOJ stipulated agreement requirements. His collaboration with our site PBIS teams has ensured a smooth implementation process and visible progress.

Challenges:

No challenges have been encountered in executing this action.

2.2 - SOCIAL, EMOTIONAL, AND HEALTH SUPPORTS

Implementation:

This action has been successfully executed, with the district now equipped with a comprehensive team comprising 4 Psychologists, 2 Social Workers, an RN, an LPN, and a Speech Pathologist.

Successes:

We've achieved significant milestones in bolstering our support system. Notably, the addition of a full-time speech pathologist has enabled personalized, in-person support for our students. Moreover, securing a dedicated RN to oversee our district's nursing responsibilities marks

another success. The compassionate and knowledgeable presence of our Social Workers has been instrumental in addressing the social and emotional needs of our students. Encouragingly, data from the California Healthy Kids Survey reflects an increase in the percentage of students—rising from 26% to 41%—who perceive our schools as safe and welcoming environments for learning.

Challenges:

Successfully filling all positions this year marks a significant achievement, underscoring our dedication to providing robust support. However, the persistent challenge of sourcing qualified and credentialed individuals remains paramount. Addressing the scarcity of such professionals continues to be the greatest obstacle in implementing this action.

2.3 - SCHOOL RESOURCE OFFICER / DEPUTY AND CAMPUS SECURITY

Implementation:

This action has been successfully implemented, ensuring that all sites have access to either an Oroville Police Department SRO or a Butte County Sheriff SRD.

Successes:

The presence of School Resource Officers/Deputies on our campuses has played a pivotal role in fostering a sense of safety and inclusivity among our students.

Challenges:

Despite the successful implementation, challenges persist. Staffing shortages within the police agencies often necessitate the SROs and SRDs to be diverted to assist other officers or deputies with community calls and needs, impacting their availability on campus.

2.4 - TARGETED CASE MANAGER / FAMILY LIAISON

Implementation:

Targeted Case Managers (TCMs) have been strategically placed at each of our school sites. Collaborating closely with our Social Workers, they offer comprehensive support, addressing social, emotional, and academic needs. Their duties include working closely with families and conducting home visits when necessary.

Successes:

The impact of our TCMs is evident in the strengthened bonds they've forged with students, resulting in a heightened sense of support and safety within our school sites. Their dedicated efforts have notably increased the number of students who feel a strong connection to their school, as previously documented.

Challenges:

Despite the presence of TCMs, the considerable number of students in need across OUHSD presents an ongoing challenge. This high demand often stretches the capacity of TCMs to its limit, affecting the timeliness of support services.

2.5 - EXTRA CURRICULAR AND CO-CURRICULAR OPPORTUNITIES

Implementation:

Both LPHS and OHS have successfully implemented a range of clubs, athletics, and other activities, providing students with ample opportunities for engagement. This action is now fully realized.

Successes:

The provision of athletics, clubs, and activities has yielded notable improvements. These opportunities not only foster a sense of connection to the school but also serve as incentives for students to maintain eligibility. As evidenced by the data, the attendance rate has surged to over

90%, up from 85%, while chronic absenteeism has declined significantly from 45% to just over 25%. These positive trends indicate heightened student engagement and a stronger desire to excel academically.

Challenges:

Despite the successes, challenges persist, particularly regarding participation rates. Limited space within programs and a potential lack of offerings aligned with student interests may contribute to this issue. Addressing these challenges will be crucial to ensuring that all students have access to enriching extracurricular and co-curricular experiences.

2.6 - HOME TO SCHOOL TRANSPORTATION

Implementation:

OUHSD has successfully implemented a home-to-school transportation service for students residing beyond a 2-mile radius from their respective schools. This action has been fully realized.

Successes:

The provision of home-to-school transportation has played a significant role in the observed improvements in attendance and reduction in chronic absenteeism rates, as previously highlighted.

Challenges:

Despite the successful implementation, challenges persist due to a shortage of drivers. Consequently, the service is currently limited to students residing outside the 2-mile radius. However, this limitation could still pose a barrier to regular attendance for some students. Addressing this shortage of drivers will be essential to ensure equitable access to transportation for all students.

2.7 - INCENTIVES

Implementation:

This action has been successfully executed, with all school sites receiving allocated funds for student incentives related to attendance and positive behavior. Each site designs and implements specific opportunities for students to earn these incentives, which may target areas such as tardiness, attendance, or other behavioral goals identified by the school.

Successes:

The implementation of incentive programs has contributed to a greater sense of school connectedness among students, as highlighted in both the California Healthy Kids Survey results and the notable reductions in chronic absenteeism and increases in attendance rates, as previously mentioned.

Challenges:

While incentive programs have proven effective, the allocated funds can only stretch so far. School sites have expressed a need for additional financial support to enhance and expand their incentive offerings, indicating a desire to further incentivize positive student behavior and engagement. Addressing this request for increased financial support will be crucial to sustaining and optimizing the impact of incentive programs across all school sites.

2.8 - SCHOOL ATTENDANCE AND ACHIEVEMENT REVIEW TEAM

Implementation:

OUHSD conducts monthly School Attendance and Achievement Review (SAART) team meetings, aiming to address low attendance rates. These meetings extend invitations to both students and parents/guardians. The team comprises school personnel and community representatives, including members from organizations such as the Boys and Girls Club.

Successes:

The SAART team meetings have yielded predominantly positive outcomes, with students receiving additional support and opportunities to enhance both their attendance and academic performance.

Challenges:

One notable challenge faced by the SAAR team is its limited capacity, which hampers its ability to meet with all students in need of attendance support. Consequently, there's a necessity for sites to prioritize invitations to these meetings, which may inadvertently exclude some students who could benefit from the additional support offered. Addressing this capacity constraint will be essential in ensuring equitable access to attendance support services for all students.

2.9 - PROVIDE NUTRITIOUS MEALS

Implementation:

OUHSD ensures that all students have access to nutritious meals. This action has been successfully implemented across the district.

Successes:

The Nutrition Services department has demonstrated ingenuity in providing appealing and nutritious food options that meet students' preferences. Their efforts have resulted in the provision of meals that are both wholesome and enjoyable for students.

Challenges:

Despite the successes, budget constraints and adherence to nutritional guidelines present challenges. These constraints limit the schools' ability to offer a diverse range of meal options, impacting the variety of choices available to students. Balancing nutritional requirements with budgetary limitations remains a challenge for the district.

2.10 - PARENT AND FAMILY ENGAGEMENT

Implementation:

OUHSD has successfully implemented initiatives to enhance parent and family engagement, though continuous improvement remains a priority. The district has collaborated with a PR firm to develop informative newsletters and engaging social media content tailored for students, parents, and families.

Successes:

Significant strides have been made in promoting parent and family engagement. The monthly newsletters have garnered over 2000 views, and our social media posts have attracted substantial attention. Valuable feedback from parents has been gathered through various channels such as ELAC/DELAC meetings and LCAP listening sessions. Additionally, parents and families have actively participated in district surveys, contributing to our ongoing improvement efforts.

Challenges:

Despite these achievements, the level of parent and family engagement remains below the desired threshold, particularly among minority populations. Addressing this disparity and increasing overall engagement levels remain significant challenges for the district. Continued efforts are needed to ensure that all families feel welcomed, valued, and actively involved in their children's education.

2.11 - PARENT INVOLVMENT

Implementation:

OUHSD has adopted ParentSquare as the district-wide communication platform, facilitating seamless communication between schools, parents, and families.

Successes:

As mentioned previously, successes have been noted in utilizing ParentSquare for district-wide communication.

Challenges:

While ParentSquare is effectively utilized at both the site and district levels, its potential remains underutilized at the teacher level. Limited adoption among teachers as a communication tool between them and parents/families poses a notable challenge. Encouraging and supporting teachers to integrate ParentSquare into their communication practices can enhance parental involvement and foster stronger home-school partnerships.

2.12 - ATHLETIC TRAINERS

Implementation:

OUHSD has formed a partnership with Peak Performance Athletic Training to deliver comprehensive athletic training services to our student athletes.

Successes:

Our student athletes have experienced the advantages of prompt and expert care during athletic competitions, thanks to the services provided by Peak Performance. Additionally, the district has collaborated with Peak Performance to establish an internship program, enabling OUHSD students to gain practical experience in athletic training through hands-on practice.

Challenges:

Remarkably, there have been no significant challenges reported in the implementation of this action.

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.

Home to school transportation increased to include purchases of vans with Arts & Materials Block Grant Funding and buses with Lower Bus Emissions funding.

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

2.1 - MONITOR FOR IMPLEMENTATION OF CR-PBIS and 2.7 - INCENTIVES

Due to a Department of Justice stipulated agreement, OUHSD is required to provide an independent monitor to oversee the implementation of CR-PBIS. This monitor has been instrumental in furnishing district and site staff with resources and training to support implementation efforts. CR-PBIS serves as a framework designed to cultivate a positive school culture and climate, fostering a safe and predictable environment conducive to student learning. Additionally, the district has encouraged the use of incentives to provide a carrot for students to follow to enhance the desire for following expectations. While the district is diligently working towards full implementation, with particular focus on tier 2 and 3 interventions and supports, it's important to recognize the impact of external factors such as the COVID-19 shutdowns. Prior to these disruptions, only 26% of students perceived OUHSD as a safe, supportive, and inviting learning environment. However, by 2022-23, as evidenced by the California Healthy Kids Survey, this figure had increased to 41%, indicating progress in creating a more

supportive and nurturing school atmosphere. Furthermore, it's noteworthy that student suspension rates have declined from 8.7% in 2019-20 to 6.1% in 2022-23, reflecting positive changes in disciplinary practices. In light of these developments and the ongoing advancement of CR-PBIS implementation, it's evident that this action has effectively contributed to fostering a safe and nurturing school environment within OUHSD. Through continued collaboration and dedication, the district remains committed to promoting student well-being and creating an inclusive environment where all students can thrive.

2.2 - SOCIAL, EMOTIONAL, AND HEALTH SUPPORTS

Through the addition of extra social workers, nurses, psychologists, and a speech therapist to our staff, the district has proactively addressed barriers that may impede student learning. This expanded team not only attends to academic requirements but also offers vital support for social-emotional and medical needs, ensuring a holistic approach to student well-being. As highlighted earlier, there has been a notable surge in the number of students perceiving OUHSD schools as safe, inviting, and supportive, alongside a decline in suspension rates. These positive outcomes can be attributed to the fulfillment of various student needs, resulting in a more stable and predictable learning environment. As a result, this action is unequivocally effective in advancing the district's commitment to fostering a safe and nurturing educational environment for students. Through continued investment in support staff and resources, OUHSD reaffirms its dedication to promoting student success and well-being.

2.3 - SCHOOL RESOURCE OFFICER/DEPUTY AND CAMPUS SECURITY

School Resource Officers and Deputies were engaged to enhance the safety and security measures for our students, serving as an additional safeguard against external threats and swiftly addressing any serious issues on campus. Beyond their role in maintaining physical security, these officers and deputies also prioritize building positive relationships with students and staff, thereby becoming trusted and caring adults whom students can rely on for support. This commitment to fostering positive relationships is evident in the substantial increase in the percentage of students who perceive OUHSD campuses as more inviting, supportive, and safe. Over the span of two years, this percentage nearly doubled, underscoring the tangible impact of these officers and deputies on campus culture. As a result, this action is unequivocally effective in contributing to the creation of a safe and nurturing educational environment for students. By prioritizing both physical security and relational support, OUHSD reaffirms its dedication to ensuring the well-being and success of every student within its community.

2.4 - TARGETED CASE MANAGER/FAMILY LIAISON

Targeted Case Managers (TCMs) serve as the frontline advocates, delivering tailored support to individual students and acting as essential liaisons between schools and families. In addition to their pivotal role in providing personalized assistance, TCMs oversee the operation of our student wellness centers, which serve as safe havens where students can seek support during times of crisis. TCMs also conduct home visits and collaborate closely with families to ensure their needs are addressed, particularly for our homeless and foster students. The impact of TCMs is evident in the positive shifts observed within our school community. Following the challenges of the COVID-19 pandemic, there has been a notable improvement, with 41% of students expressing that OUHSD campuses are now perceived as safe, inviting, and supportive. Furthermore, student suspensions have decreased compared to baseline data, indicating a more positive disciplinary climate. Although there has been a slight uptick in expulsions, the impact remains minimal. Feedback gathered from student, staff, and parent surveys underscores the invaluable role of TCMs in providing the support necessary for student success. Their dedication and proactive approach have been instrumental in driving efforts to enhance and cultivate a safe and nurturing educational environment for our students.

2.5 - EXTRA-CURRICULAR AND CO-CURRICULAR OPPORTUNITIES, 2.6 HOME TO SCHOOL TRANSPORTATION, 2.9 - PROVIDE NUTRITIOUS MEALS, and 2.12 - ATHLETIC TRAINERS

Extra-curricular activities, athletic trainers, transportation, and nutritious meals collectively serve to broaden students' participation opportunities and mitigate obstacles to education. These elements play a pivotal role in fostering a supportive, secure, and welcoming educational environment for all students. Engagement in extra/co-curricular activities not only enhances students' connection to their schools but also cultivates a sense of pride and belonging. Surveys conducted among students revealed that transportation concerns emerged as a significant factor contributing to absenteeism and tardiness. By offering transportation services, the district addresses this barrier to student success, facilitating access to education for all. Moreover, nutrition plays a vital role in students' ability to learn effectively. Recognizing this, OUHSD ensures that all students receive nutritious meals at no cost. Feedback from student surveys highlights the positive reception of the food quality, indicating an improvement from previous years. The cumulative impact of these initiatives is evident in the increased perception of school sites as safe, inviting, and supportive by students. Therefore, these actions are deemed effective in advancing the district's overarching goal of providing a safe and nurturing school environment conducive to student success.

2.8 - SCHOOL ATTENDANCE AND ACHIEVEMENT REVIEW TEAM

The district has established the School Attendance and Achievement Review (SAART) team, a collaborative effort comprising site and district personnel along with representatives from community organizations such as the Boys and Girls Club. This multidisciplinary team convenes monthly to address attendance and connectedness issues among students identified by their respective schools. The primary objective of these meetings is to assess the individual needs of students and devise tailored interventions to support their academic success and school engagement. A proactive approach is emphasized, with schools encouraged to refer students to the SAART team at the earliest signs of attendance challenges. By intervening early, the team aims to prevent issues from escalating and maximize the potential for student improvement. While direct causation between SAART interventions and improvements in students' perceptions of school safety and supportiveness may be challenging to establish, the team serves as a crucial resource for students in need of intensive intervention and support. Although the impact of SAART initiatives on student outcomes may not be immediately discernible, the concerted efforts of this collaborative endeavor underscore its effectiveness in fostering a safe and nurturing educational environment for students. Through ongoing collaboration and targeted interventions, the SAART team plays a vital role in promoting student well-being and academic success within the district.

2.10 - PARENT AND FAMILY ENGAGEMENT AND 2.11 - PARENT INVOLVEMENT

Parent and family involvement and engagement play a pivotal role in advancing our educational objectives. Recognizing this, the district has prioritized initiatives to foster strong connections with parents, ensuring their active participation in their children's educational journey. Through various communication channels such as social media platforms, Parent Square, regular newsletters, and other outreach avenues, we strive to keep parents informed and engaged in school-related matters. In recent years, we have observed a notable increase in parent engagement with our social media messaging and district newsletters, indicating a growing interest and involvement from families in our school community. This heightened engagement underscores the importance of effective communication in strengthening the partnership between parents, schools, and the district. Moreover, research suggests that when parents perceive schools as safe, inviting, and supportive, their children are more likely to share the same sentiments. Therefore, the positive shift in student perceptions regarding campus environment is indicative of the effectiveness of our efforts to engage parents and families. By fostering a sense of trust and collaboration among all stakeholders, we enhance our ability to cultivate a nurturing and safe learning environment conducive to student success. Moving

forward, we remain committed to further enhancing parent and family engagement initiatives, recognizing their instrumental role in promoting positive educational outcomes and ensuring the well-being of all students within our district.

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.

Maintaining continuity, this goal retains its status as a paramount focus in the upcoming LCAP cycle. Recognizing the evolving landscape of educational assessment, adjustments have been made to ensure our metrics and monitoring tools align more closely with our objectives.

Chronic Absenteeism rate and Attendance rate, now relocated to Goal 2, offer a more nuanced measure of student engagement at the school site, enhancing alignment with the goal's focus. Additionally, the adoption of the Fidelity Implementation Tool for monitoring CR-PBIS implementation provides a robust and quantifiable means of analyzing our progress, surpassing previous assessment methods.

In a strategic shift, OUHSD has transitioned from the California Healthy Kids Survey (CHKS) to the Fundamentals SEL Screener for assessing SEL issues. This refined approach, administered biannually at the individual student level, delivers deeper insights into students' readiness to learn and engage, enriching our understanding of the school environment's safety and nurturing aspects.

The Fundamentals SEL Screener illuminates nine critical factors, including students' attitudes towards school and the learning environment, fostering a comprehensive view of their experiences. Anchored in data-driven decision-making, our utilization of the 5x5 charts from the California Dashboard establishes clear and measurable outcomes, guiding our journey towards achieving a maintenance level of "Green or High" by 2030.

Moreover, to ensure coherence and effectiveness, select actions from Goal 1 will be integrated into this goal, fostering a holistic approach to achieving our objectives. Through these strategic refinements, we reaffirm our commitment to providing a safe, nurturing, and inclusive learning environment conducive to student success within OUHSD.

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	Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Rate of students meeting UC/CSU requirements (a-g)	19-20 Data All 16% Asian 42% African American 5% Hispanic 9% White 14% SED 14% ELs 18% Homeless 5%	20-21 Data All 58.8% American Indian 42.9% Asian 78.8% African American 0% Hispanic 45.5% White 54% SED 60% ELs 75% Homeless 44.4%	2022 Data All 14% American Indian 7.5% Asian 27.5% African American 5.6% Hispanic 14% White 11.2% SED 11.8% ELs 4.8% Homeless 4.2%	2023 Data 14.4% - All 12.5% - American Indian 25.0% - Asian 5.9% - African American 16.1% - Hispanic 11.7% - White 11.6% - SED 0.00% - EL 0.00% - Homeless	All Students >30% Asian >50% African American >30% Hispanic >30% White >30% SED >30% ELs >30% Homeless >30%
Priority 4 Rate of students completing a CTE pathway	19-20 Data All 9% American Indian 13% African American 5% Asian 6% Hispanic 10% White 11% ELs 18% SED 9% SWD 5%	20-21 Data All 14.5% American Indian 28.6% African American 0% Asian 3% Hispanic 18.2% White 19% ELs 0% SED 14.7% SWD 0%	2022 Data All 15.7% American Indian 9.4% African American 13% Asian 13.5% Hispanic 16.4% White 17.5% ELs 3.6% SED 14%	2023 Data 17.0% - All 12.5% - American Indian 17.6% - African American 13.2% - Asian 10.2% - Hispanic 23.8% - White 8.3% - EL 14.3% - SED	All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25% White >25% ELs >25% SED >25% SWD >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SWD 9.4% Foster Youth 7.1%	11.6% - SWD 0.00% - Foster Youth	
Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	19-20 Data 54%	20-21 Data 49.01%	2022 Data 47.06% met or exceeded standards	2023 Data 48.38% met or exceeded standards	% of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher) will be >65%
Priority 4 % of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher)	19-20 Data 21%	20-21 Data 33.76%	2022 Data 33.38% met or exceeded standards	2023 Data 16.99% met or exceeded standards	% of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher) will be >40%.
Priority 7 Course Access Number of CTE pathways Number of AP classes	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	2022 Data 10 AP Courses OHS 8 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	2023 Data 8 AP Courses - LPHS 10 AP Courses - OHS 7 CTE Pathways - LPHS 5 CTE Pathways - OHS	9 AP Courses OHS 10 AP Courses LPHS or more 5 CTE Pathways OHS 10 CTE Pathways LPHS
Priority 4 Students completing a CTE pathway and met CSU/UC requirements.	19-20 Data 2/448 students or .45%	20-21 Data 86/575 or .15%	2022 Data 17 (24%) students districtwide	2023 Data 12 (2.37%) students districtwide	>10% of students will complete a CTE pathway and meet CSU/UC requirements.
Priority 4 % of pupils prepared for college - Science (11th grade CAASPP 3 or higher)	18-19 Data 29.93%	20-21 Data 28.72%	2022 Data 29.45% met or exceeded standards	2023 Data 23.22% met or exceeded standards	% of pupils prepared for college on Science (11th grade CAASPP 3 or higher) will be >40%.

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.

3.1 - COUNSELING STAFF

Implementation:

OUHSD's counseling staff comprises three full-time counselors each at LPHS and OHS, with one counselor at PHS working at 0.8 FTE. These dedicated professionals play an active role in assisting students in developing four-year plans and ensuring they remain on track for graduation.

Successes:

Over the past several years, the number of students graduating UC/CSU prepared and completing CTE pathways has shown a steady increase, a testament to the effectiveness of our counseling services.

Challenges:

Despite our successes, counselor capacity remains a challenge. High caseloads limit the time counselors can dedicate to each student, while scheduling constraints also impact outcomes. Additionally, our CTE pathway completion rates and preparation rates for UC/CSU requirements have room for improvement, indicating areas where further support and resources may be needed.

3.2 - COLLEGE/CAREER GUIDANCE TECHNICIAN

Implementation:

Both OHS and LPHS have successfully placed a dedicated College/Career Guidance Technician. This action has been fully implemented.

Successes:

The presence of College/Career Guidance Technicians has proven invaluable to students and families, particularly in navigating college entrance requirements. Their contribution has been instrumental in the notable increase in CTE pathway completions and preparation for UC/CSU admissions, as highlighted previously.

Challenges:

Despite the presence of this service, the district faces challenges in maximizing its utilization. The uptake by students and families falls short of expectations, indicating a need for increased awareness and promotion of this valuable resource. Addressing this challenge will be crucial in ensuring that all students can benefit from the support provided by College/Career Guidance Technicians.

3.3 - PURCHASE NAVIANCE SOFTWARE

Implementation:

As stated in the LCAP document, the decision was made not to implement this action during the 2023-24 school year. This decision was influenced by stakeholder feedback and the underutilization of the program.

3.4 - PROVIDE HIGH QUALITY CTE COURSES

Implementation:

OUHSD currently offers a range of CTE courses encompassing Agriculture, Culinary Arts, Automotive Technology, and Teacher Preparation.

This action has been successfully implemented across the district.

Successes:

The district has witnessed a steady increase in the number of students completing CTE pathways over the past three years. These students are also better equipped to meet the entrance requirements of UC/CSU schools in California, as previously highlighted.

Challenges:

Despite our successes, challenges persist. Constraints within the master schedule occasionally hinder students' ability to complete pathways. Additionally, not all students are interested in the pathways currently offered. Expanding the range of options available would cater to a broader spectrum of student interests and ultimately benefit more students.

3.5 - PROVIDE ADDITIONAL SECTION FUNDS TO CAREER AND TECHNICAL EDUCATION AND VISUAL AND PERFORMING ARTS

Implementation:

OUHSD has allocated additional funds to expand the section offerings of CTE courses across the district. This proactive measure aimed to address scheduling challenges previously mentioned. The implementation of this action has been successfully completed.

Successes:

This initiative has played a pivotal role in enhancing the success of our CTE programs, as highlighted earlier.

Challenges:

While the allocation of additional funds has proven beneficial, the perpetual need for further financial resources to expand CTE programs remains evident. However, the availability of such funds may fluctuate annually due to budget constraints, presenting an ongoing challenge for sustained program growth.

3.6 - FAFSA COMPLETION

Implementation:

OUHSD is in compliance with AB132, as outlined in this action.

Successes:

The district has been diligent in monitoring the opportunities provided to students for learning about and completing FAFSA requirements.

Challenges:

A significant challenge lies in accurately tracking FAFSA completion among students. Without students completing their FAFSA applications in the presence of staff, there is no reliable method for tracking which students have completed the application. This poses difficulties for our counseling staff and College/Career Guidance Technicians in ensuring that all students have sufficient opportunities to complete their FAFSA documentation. Finding effective tracking methods is crucial for ensuring equitable access to FAFSA completion support for all students.

3.7 - CAREER EXPLORATION CLASS

- Implementation:

Unfortunately, this action was not realized due to challenges related to constraints regarding the master schedule and the unavailability of a teacher to staff the course.

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

No material differences

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

3.1 - COUNSELING STAFF and 3.2 - COLLEGE/CAREER GUIDANCE TECHNICIAN

OUHSD's counseling staff and College/Career Techs serve as the cornerstone of college and career readiness initiatives for our students. Counselors collaborate closely with students to develop comprehensive four-year plans that pave the way for post-secondary college enrollment or entry into the workforce. Working hand in hand with counselors, College/Career Techs extend their support not only to students but also to families, guiding them through the complexities of college enrollment, internship opportunities, apprenticeships, and career pathways. Their efforts encompass assisting students with college applications, providing crucial FAFSA completion support, and organizing activities aimed at promoting college and career exposure. Despite these concerted efforts, the percentage of OUHSD students meeting UC/CSU requirements has experienced a slight dip to 14.4% compared to the baseline data of 2019-20. It's noteworthy that certain factors influencing UC/CSU completion fall beyond the purview of counselors and College/Career Techs. For instance, OUHSD's graduation requirement of two Math courses contrasts with the three required by UC/CSU, placing considerable emphasis on student choice regarding additional Math coursework. On a positive note, there has been a notable increase in CTE pathway completion, rising from 9% in 2019-20 to 17% in 2022-23. This achievement is largely attributed to the successful implementation of four-year plans. Commencing planning during freshmen years has proven instrumental in enhancing students' success in completing CTE pathways. Additionally, it's essential to consider another metric: the number of students who not only complete a CTE pathway but also fulfill UC/CSU requirements. OUHSD has observed growth in this area since 2019-20, with an increase from .45% of students to 2.37% in 2022-23. While this represents a relatively small percentage of students, the growth is significant in light of broader considerations. In summary, while this action demonstrates moderate effectiveness, there remains a need for further focus on UC/CSU completion rates. Continued efforts are necessary to enhance overall college and career readiness among OUHSD students, with a specific emphasis on aligning graduation requirements with post-secondary expectations.

3.3 - PURCHASE NAVIANCE SOFTWARE

Throughout the duration of this LCAP cycle, OUHSD opted to discontinue the utilization of Naviance Software due to negligible usage. With minimal engagement observed, the expenditure could no longer be rationalized.

3.4 - PROVIDE HIGH QUALITY CTE COURSES and 3.5 PROVIDE ADDITIONAL FUNDS TO CAREER AND TECHNICAL EDUCATION AND VISUAL AND PERFORMING ARTS

In response to the feedback gathered from student and parent LCAP surveys, there was a resounding demand for OUHSD to enhance college and career exposure while expanding offerings in Career Technical Education (CTE) and Visual and Performing Arts (VAPA) across our schools. Students and parents expressed a strong desire for greater insight into life beyond high school and sought to better equip themselves for their future endeavors. These aspirations prompted the implementation of the two action items aimed at addressing these pressing needs. The tangible outcomes of these initiatives, such as the notable increase in students completing CTE pathways and the rise

in those fulfilling both CTE pathway and UC/CSU requirements, underscore the effectiveness of these actions in meeting the expressed needs and desires of students and parents. These accomplishments reflect a meaningful step forward in aligning our educational offerings with the aspirations of our student body and their families.

Moreover, students and parents have advocated for the ongoing expansion of these programs, underscoring the importance of continued investment in initiatives promoting college and career readiness. Additionally, there is a call for forging more partnerships with external organizations and industries to further enrich these programs and create a more comprehensive framework for fostering college and career preparedness among our students. In summary, the implementation of these action items has not only addressed the immediate concerns voiced by students and parents but has also laid the groundwork for further advancements in our efforts to provide comprehensive college and career exposure and opportunities. Moving forward, OUHSD remains committed to expanding and enhancing these programs in collaboration with our stakeholders to ensure the continued success and preparedness of our students for their future endeavors.

3.6 - FAFSA COMPLETION

Despite the implementation of this action, the district faces challenges in gathering relevant data regarding completion rates or other critical information necessary to assess its success or effectiveness. Consequently, it has been decided to discontinue this action moving forward.

3.7 - CAREER EXPLORATION CLASS

This course faced obstacles related to staffing constraints and insufficient student interest, preventing its inclusion in the master schedule. Consequently, this action item will not be continued in future planning.

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 shift in focus for this goal represents a fundamental reorientation of our approach to student preparedness beyond the confines of post-secondary education. It reflects a broader recognition of the multifaceted skills and competencies essential for students to thrive in an increasingly complex and dynamic world. Central to this redefined goal is the acknowledgment that success in college, career, and life demands more than just academic prowess. It requires the cultivation of critical skills such as communication, collaboration, problem-solving, adaptability, and resilience. By equipping students with these transferable skills, we empower them to navigate the challenges and opportunities that lie ahead, regardless of their chosen path. In pursuit of this objective, the district is committed to not only providing instruction in these essential skills but also fostering a culture of continuous growth and development. This entails fostering stronger partnerships with parents, families, and community stakeholders to ensure a cohesive and supportive ecosystem for student learning and growth. Moreover, the integration of the College and Career Indicator (CCI) into our metrics framework offers a comprehensive gauge of our progress in preparing students for post-secondary life. Complemented by other key metrics, such as graduation rates, college enrollment rates, career readiness assessments, and student surveys, we gain a holistic understanding of our effectiveness in achieving this goal. As we strive to attain a maintenance level of "Green or High" by 2030, we recognize the need for targeted interventions and strategic initiatives. This includes aligning curriculum and instruction to foster the development of essential skills, providing professional development opportunities for educators, and leveraging community partnerships to enhance experiential learning opportunities. Furthermore, the realignment of certain action items underscores our commitment to driving meaningful progress in this area. By focusing on policy-level

interventions and systemic changes, we aim to create an educational environment that not only prepares students academically but also equips them with the skills and competencies needed to thrive in an ever-evolving world.

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
Oroville Union High School District	Dr. Corey Willenberg Superintendent	cwillenb@ouhsd.net (530)-538-2300, ext. 1107

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.

Greetings from the Oroville Union High School District.

Community and connection form the heart of our identity. In the OUHSD family, comprised of students, teachers, and staff, our uniqueness stems from our profound ties to the Oroville community in Butte County. Nestled about seventy miles north of Sacramento, our surroundings boast natural splendor and a plethora of recreational opportunities, blending rural charm with urban amenities. Within our district, consisting of two comprehensive high schools, a continuation high school, a community day school, and an adult school, we foster a tight-knit community where each individual, whether student or employee, is known, valued, and supported in a secure and nurturing environment.

About Our Schools:

Our flagship institution, Oroville High School, established in 1892, stands as the district's oldest high school, serving around 800 students across its eighteen-acre campus. Similarly, Las Plumas High School, inaugurated in 1960, caters to approximately 1,250 students on its sprawling sixty-four-acre campus. Both institutions offer diverse academic programs, career and technical education, and opportunities in visual and performing arts, equipping students for their journey beyond high school. Prospect High School, our continuation school, embraces 85 students in a positive and supportive learning atmosphere, aiding them in credit recovery and diploma attainment while imparting essential life skills for future success. The Oroville Community Day School, stands ready to provide personalized support for students in behavior modification and academic progression, with a current enrollment of 9 students. The Oroville Adult Education Career and Technical Center serves as a beacon of opportunity, catering to approximately 1,500 youth and adults through academic and vocational programs, alongside hosting essential services like the Adult Transition Center and independent study programs.

Driven by a commitment to equitable education, bolstered by advanced technology, and fortified by a comprehensive array of academic and vocational pathways, we pledge to prepare every student to be college and/or career-ready, ensuring their readiness for a dynamic workforce and a globally competitive society. In Oroville, the economic pulse beats strong, fueled by diverse sectors including agriculture, manufacturing, tourism, retail, and public services. As stewards of educational excellence, we prioritize the cultivation of skills through Career and Technical Education pathways in fields such as Agriculture, Automotive, Culinary Arts, Engineering, Graphic Design, and Manufacturing. Our journey towards educational excellence is underscored by ongoing professional development initiatives, focusing on enhancing instruction in Mathematics, English, Special Education, and Science, complemented by the implementation of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS).

With a student enrollment of 2,153, our district proudly reflects the rich diversity of our community, with students hailing from varied ethnic backgrounds, comprising 5% African American, 8.2% American Indian/Alaska Native, 13.9% Asian, .79% Filipino, 22.3% Hispanic, 1.2% Native Hawaiian/Pacific Islander, and 48.2% White. Notably, 80% of our students belong to underserved populations, including English Learners, Low-Income, and Foster Youth, reaffirming our unwavering commitment to equity and inclusion in education.

Dashboard Indicators:

Throughout OUHSD, we witnessed notable improvements across several Dashboard indicators. In terms of academics, both English Language Arts and Math demonstrated substantial progress in narrowing the gap from the standard. English proficiency surged by more than 20 points, while math proficiency rose by nearly 10 points. Particularly encouraging was the significant growth observed among our English Learner population, with over 54% of EL students advancing toward English proficiency—an impressive increase of almost 14% compared to the previous year. However, amidst these gains, we noted a slight decline of 4.7% in our graduation rate. Additionally, there was a marginal

uptick of 0.6% in our suspension rate. It's worth noting that this increase, while minimal, resulted in a shift from the "Very Low" to "Low" rating, indicating a maintenance level of change.

LCAP Highlights:

This LCAP stands out for its alignment with our district's Portrait of a Graduate (POG), serving as a guiding beacon for student programming aimed at achieving the outcomes outlined in the POG. A significant addition to this LCAP is the introduction of a fourth goal, tailored to address the unique needs of our designated Equity Multiplier schools, namely Prospect High School and Oroville Community Day School.

The Equity Multiplier designation is a vital component of the Local Control Funding Formula (LCFF), providing additional funding to local educational agencies for distribution to schools with high non-stability rates and socioeconomically disadvantaged pupil rates. This funding is specifically earmarked for evidence-based services and supports geared towards students at these identified school sites. At PHS and CDS, the focus is on enhancing college and career awareness, as well as bolstering graduation and attendance rates through targeted interventions.

Compared to the previous LCAP, we've restructured our actions to better align with specific metrics and objectives, enabling OUHSD to conduct more comprehensive data analysis for informed decision-making. Additionally, we've incorporated additional metrics to offer deeper insights into growth and development, ensuring that our data collection efforts are inclusive of all student subgroups. These data, complemented by local measures, will serve as critical inputs for shaping future programming and policy decisions within the district.

Reflections: Annual Performance

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

ACADEMIC PERFORMANCE:

As shown on the California Dashboard, the following student groups were rated as "RED OR VERY LOW" at the district level:

English Language Arts:

- English Learners
- Homeless Students
- Students with Disabilities

Math:

- Socioeconomically Disadvantaged Students
- Students with Disabilities
- Hispanic Students

Graduation Rate:

- Students with Disabilities
- White Students

Suspension Rates:

- Homeless Students
- American Indian Students

As shown on the California Dashboard, the following student groups were rated as "Red or Very Low" at the district level:

LAS PLUMAS HIGH SCHOOL:

- Graduation Rate: Students with Disabilities
- Math: Students with Disabilities

OROVILLE HIGH SCHOOL:

- Suspension Rates - Homeless Students, African American Students, American Indian Students
- English Language Arts: All Students Group, Socioeconomically Disadvantaged Students, Hispanic Students
- Math: All Students Group, Socioeconomically Disadvantage Students, Hispanic Students, White Students

PROSPECT HIGH SCHOOL:

- Graduation Rate: All Students Group, Socioeconomically Disadvantaged Students, White Students
- College and Career Indicator: Socioeconomically Disadvantaged Students, White Students

The narrative below further describes and analyses data relevant to the above student groups.

English Language Arts:

As a district, we experienced a commendable overall advancement of 20.9 points towards meeting the standard on the CAASPP assessment during the 2022-23 academic year. This progress led to an upgraded rating of "Orange or Low," marking a significant improvement from the previous year's "Red or Very Low" designation. Notably, our American Indian students showcased remarkable growth, achieving an impressive increase of nearly 28 points relative to the standard. Moreover, several other student subgroups demonstrated positive gains, including Hispanic (17.4 points), Socioeconomically Disadvantaged (5.7 points), White (27.6 points), and Asian students (22.1 points). However, it's important to acknowledge areas where improvement is needed. Our homeless student population maintained their performance level, while both our English Learners and students with disabilities experienced declines of 6.6 points and 4.1 points respectively. Although our African American student population also witnessed a decline, due to considerations of student privacy, specific numbers will not be disclosed. Nonetheless, these insights provide valuable direction for targeted interventions and support to ensure equitable educational outcomes for all students.

Mathematics:

Throughout the 2022-23 academic year, students across OUHSD demonstrated significant strides in mathematical achievement on the CAASPP assessment, collectively advancing by nearly 10 points towards meeting the standard. Notably, our Asian student community exhibited remarkable growth, elevating their performance by over 35 points relative to the standard. In addition to our Asian students, several other student groups celebrated notable achievements. American Indian students showed considerable progress, with a gain of 23.1 points, while English Learners, Homeless students, White students, and those identifying as Two or More Races all demonstrated increased achievement, with gains ranging from 5.4 to 30.5 points. Despite these successes, it's crucial to address areas requiring attention. Socioeconomically disadvantaged students maintained their performance level from the previous school year, indicating a need for targeted support to foster growth. Moreover, Hispanic students and students with disabilities experienced declines of 4 points and 12.9 points, respectively. Of note, the most substantial decrease was observed among our African American student population. To safeguard student privacy, specific numbers for this subgroup will not be disclosed due to their small population size. These insights underscore the importance

of continued efforts to support all student groups, ensuring equitable opportunities for academic growth and success across the district.

English Learner Progress:

For the 2022-23 school year, this achievement stands as a beacon of success for OUHSD. Our district received a distinguished "Green or High" rating, underscoring our collective accomplishment, particularly with over 54% of English Learner (EL) students advancing toward English language proficiency. Furthermore, the progress is underscored by the fact that 53.3% of students elevated their proficiency by at least one ELPI level, marking a substantial increase from the previous year's 39.4%. Equally noteworthy is the observation that only 15% of students experienced a decrease of at least one ELPI level, representing a notable improvement from the prior year's data—a decrease of over 10%. These achievements are significant not only for the progress they signify but also for the tangible impact on our students' educational journeys. They reflect the dedication and effectiveness of our English language learning programs and initiatives, reaffirming our commitment to fostering linguistic proficiency and academic success among all students in the district.

College and Career:

The 2022-23 academic year marked a significant milestone as the College and Career indicator was included in the California Dashboard. This crucial metric gauges students' readiness for college enrollment or entry into the workforce, offering valuable insights into their preparedness for future endeavors. District-wide analysis revealed that 30.7% of our students were deemed "prepared," with an additional 18% categorized as "approaching prepared." However, it's noteworthy that OUHSD currently trails the state average by just over 13% on this indicator, with the remaining 51.3% rated as "not prepared." Delving deeper into subgroup performance, several student groups were classified in the "Low" category for the percentage of students considered prepared. Notable among these are American Indian students (20.4%), English Learners (18.2%), Hispanic students (28.9%), Homeless students (15.1%), Socioeconomically Disadvantaged students (29.4%), Students with Disabilities (21.1%), and White students (30.1%). While our Asian student population received a rating of "Medium" at 45.6%, it's essential to acknowledge that they still fall notably below the state average (75.8%) for Asian students. Additionally, certain student groups, such as African American, Filipino, Foster Youth, Two or More Races, and Pacific Islander, did not receive a performance rating due to their small population sizes, underscoring the importance of protecting student privacy. These insights prompt reflection and action, highlighting the imperative to implement targeted interventions and support systems to enhance college and career readiness for all students across the district. Through collaborative efforts and focused initiatives, we strive to bridge these gaps and ensure equitable opportunities for success in higher education and the workforce.

ACADEMIC ENGAGEMENT:

Graduation Rate:

At OUHSD, we encountered an overall decrease in our graduation rate by 4.7% during the 2022-23 academic year, reflecting a collective challenge across various student population groups. Notably, Students with Disabilities and White students experienced the most pronounced declines, with decreases of 11.8% and 8.3% respectively, warranting a "Red or Very Low" rating. Further analysis revealed that Hispanic and Socioeconomically Disadvantaged students, while rated "Orange or Low," also faced declines of 2.1% and 3.9% respectively compared to the previous year. Additionally, African American, English Learners, Filipino, Foster Youth, Pacific Islanders, and those identifying as Two or More Races did not receive a performance level due to their small population sizes. Amidst these challenges, it's noteworthy that our English Learner students demonstrated a 4.3% increase over the previous year, signaling a positive trend amidst adversity. Moreover, notable increases were observed among Homeless students (72.2%), American Indian students (82.5%), and Asian students (96.2%), earning them ratings of "Yellow or Medium," "Green or High," and "Blue or Very High" respectively. These insights

underscore the complex landscape of graduation rates within our district and highlight the imperative for targeted interventions and support systems tailored to the unique needs of each student demographic. Through collaborative efforts and focused initiatives, we remain committed to fostering an environment conducive to academic success and ensuring equitable opportunities for all students to thrive and graduate prepared for their future endeavors.

CONDITIONS AND CLIMATE:

Suspension Rate:

Suspension rates have long been a focal point of attention within OUHSD, and during the 2022-23 academic year, we observed a slight overall increase of 0.6%. Despite this modest uptick, the district's rating improved to "Orange or Low," marking a notable advancement from the "Very Low" rating recorded just a year prior. While the majority of student population groups either experienced an increase or maintained their suspension rates, it's worth highlighting some encouraging trends. Foster Youth and Filipino student groups exhibited significant declines in their suspension rates, with decreases of 15% and 3.4% respectively. Conversely, two student groups, American Indian and Homeless students, received a rating of "Red or Very Low," with increases of 3.4% and 0.5% respectively. Six student groups earned a "Orange or Low" rating, including African American (maintained), Hispanic (+0.5%), those identifying as Two or More Races (+1.1%), Socioeconomically Disadvantaged (maintained), Students with Disabilities (maintained), and White students (+0.5%). Additionally, English Learners (+1.5%) and Foster Youth were rated as "Yellow or Medium," while only our Asian student group maintained a "Blue or Very High" rating. It's important to acknowledge the impact of small population sizes on the calculation of suspension rates. Due to this factor, some student groups, such as Filipino and Pacific Islander, did not receive performance levels. This variability underscores the need for nuanced interpretation of suspension data, recognizing both its potential benefits and limitations in assessing district-wide performance. As we continue our efforts to address suspension rates, we remain committed to implementing strategies that promote positive disciplinary practices and foster a supportive learning environment for all students. Through ongoing collaboration and targeted interventions, we strive to ensure equitable outcomes and uphold the well-being of every member of our school community.

Local Climate Survey:

During the 2022-23 school year, OUHSD undertook the California Healthy Kids Survey, targeting students in grades 9-12. Among the 726 participants, a notable 41% acknowledged feeling supported and welcomed within the school environment, marking an improvement from the prior year. In the subsequent academic year, OUHSD introduced the Fundamentals SEL Screener, designed to assess students' attitudes toward school, teachers, attendance, and readiness to learn across nine distinct categories. This data was then benchmarked against nationally normed data to derive percentile scores, offering insights into students' overall satisfaction levels. Of the 923 students surveyed, 61% expressed a sense of well-being, safety, and comfort in their school surroundings—an uptick from the previous year. However, when compared to peers nationally, OUHSD ranked at the 21.4th percentile, indicative of a moderate level of satisfaction with the school experience. Within the nine surveyed areas, three garnered high satisfaction ratings, notably Self-Regard as a Learner (73.4th percentile), Attitudes to Attendance (33.5th percentile), and Response to Curriculum Demands (62.3rd percentile). Conversely, one area, Preparedness for Learning, which gauges students' perceptions of their behavior and attitude in learning situations, including metacognitive skills, received a low satisfaction rating, with OUHSD students scoring in the 4.9th percentile—prompting proactive measures from the district. These insights provide a comprehensive understanding of students' perspectives and experiences within OUHSD, guiding targeted interventions to enhance overall satisfaction and well-being across the school community. Through ongoing collaboration and proactive initiatives, we are committed to fostering a supportive and enriching educational environment for all students.

ADDRESSING IDENTIFIED NEEDS:

Academic Performance and Engagement:

OUHSD is dedicated to addressing the diverse needs of our students through a strategic focus on enhancing and implementing high-quality, differentiated instruction. Central to this approach is ensuring that all students have equitable access to grade-level content scaffolded to meet their individual needs. To achieve this goal, we prioritize professional development and coaching within our Professional Learning Communities (PLCs). During PLC sessions, content area teachers collaboratively address four essential questions: What are the learning objectives? How will we assess student understanding? What interventions will we employ for struggling students? How will we provide enrichment opportunities for students who have mastered the content? By analyzing data from common assessments aligned with academic and content standards, teachers can effectively plan and adapt instructional practices to meet the diverse needs of their students. Moreover, we invest in content-specific professional development initiatives to enhance pedagogical practices. For instance, our Math department is integrating the "Building Thinking Classrooms" learning platform into their instructional framework, with support provided through site and district funds. This initiative extends to all content areas, ensuring comprehensive support for teachers' professional growth. In addition to professional development opportunities, we offer student consultation time with teachers and after-school tutoring sessions to provide targeted support for students. These resources are accessible based on students' individual needs or at the discretion of teachers.

Recognizing the importance of supporting English Learner (EL) students, we prioritize professional development to enhance integrated English Language Development standards and practices across all content areas. This initiative is designed to facilitate EL students' progression toward English proficiency and academic success. Furthermore, our commitment to Culturally Responsive Positive Behavior Intervention and Support (PBIS) strategies underscores our dedication to fostering inclusive and culturally responsive teaching practices. By valuing students' cultural backgrounds, experiences, and perspectives, we promote academic success and create an environment that celebrates diversity and promotes equitable opportunities for all students.

Conditions and Climate:

OUHSD is committed to fostering a learning environment that prioritizes both safety and academic excellence. To achieve this goal, we have embraced Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), a framework designed to honor and celebrate the diverse cultural backgrounds, experiences, and perspectives of our students. CR-PBIS recognizes that students bring unique behavioral norms, communication styles, and worldviews to the school community, and strives to ensure that behavioral expectations and interventions are sensitive to these differences. CR-PBIS encompasses several core elements, including cultural awareness and sensitivity, inclusive practices, equity and fairness, family and community engagement, and data-driven decision-making. By integrating these principles into our approach, OUHSD aims to cultivate a positive, inclusive, and culturally responsive school climate where all students feel valued, respected, and supported in their social-emotional and behavioral development. In addition to CR-PBIS, OUHSD has partnered with the Butte County Office of Education (BCOE) to provide Wellness Coaches at each school site. These dedicated professionals, along with our social workers, Targeted Case Managers, and other support staff, are focused on promoting student wellness and inclusion. Each school site also maintains a student wellness center, where students can access support services as needed. Furthermore, OUHSD has implemented various strategies as alternatives to suspension, with a primary focus on restorative practices. These practices represent a proactive approach to building and repairing relationships, resolving conflicts, and addressing harm within our school community. By emphasizing collaboration, empathy, and accountability, restorative practices offer a more holistic and effective approach to promoting positive behavior and fostering a sense of belonging among students.

Reflections: Technical Assistance

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

OUHSD has been designated as requiring Differentiated Assistance for two specific student groups within our district. This designation stems from significant achievement disparities observed among subgroups, particularly affecting our Students with Disabilities and Homeless students. The inclusion of Students with Disabilities in this category is based on their performance indicators, notably in Graduation Rate and academic proficiency, as reflected in their results on Math and English Language Arts CAASPP assessments. These metrics underscore the need for targeted support and intervention to address the challenges faced by this student demographic. Similarly, our Homeless student population has been identified due to their academic performance and an upward trend in suspension rates. These factors highlight the urgency of implementing strategies to mitigate barriers to academic success and foster a supportive environment conducive to learning.

SUMMARY OF WORK

Students with Disabilities:

During the initial Differentiated Assistance meeting convened on January 19, 2024, attended by representatives from the Butte County Office of Education Coordinated District Support team, a SELPA Program Specialist, and OUHSD district leadership, discussions centered on the progress made in addressing performance gaps among students with disabilities (SWDs). A comprehensive review and dialogue regarding the current CIM plan, the rigorous root-cause analysis that informed CIM plan actions, and the ongoing initiatives were conducted. Consequently, it was agreed that the BCOE-CDS team would synchronize the DA effort with the CIM plan implementation and remain open to identifying additional areas of need as they arise throughout the continuous improvement process.

The district embarked on two primary steps to identify root causes and guide the development of its CIM plan. In Step 1, comprehensive data was collected from various sources, including local data sources, Infrastructure Analysis Tool, Educational Benefits review, parent surveys and empathy interviews, and student file reviews. This data allowed the district to identify both strengths and weaknesses. Step 2 involved prioritizing areas of weakness and establishing a problem of practice. Initially focusing on parent engagement, communication, and participation, the district shifted its focus to improving the Individualized Education Program (IEP) process systemically across the district, as parent concerns primarily revolved around ensuring proper support for students within the general education setting, as outlined in the IEP.

Through a root cause analysis employing tools such as RCA investigation plan, process mapping, empathy interviews, surveys, and LRE drill-down report, several root causes were uncovered, including the absence of a defined system for IEP preparation, writing, and implementation, lack of support in aligning IEPs with Educational Benefit (ED Benefit), and inadequate processes for reviewing IEPs for quality and compliance. Prioritizing the most critical root causes, the district focused on addressing the absence of a defined system for IEP preparation and the lack of processes for reviewing IEPs for quality and compliance, as these were deemed fundamental to enhancing the IEP process.

Formulating a theory of action, OUHSD established that building a common, district-wide process for IEP preparation, writing, implementation, and communication, coupled with a system for monitoring IEP quality and compliance, would lead to more uniform and accessible IEP processes for staff, students, and parents. Consequently, this would result in more compliant and effective IEPs, increased fidelity in IEP implementation in general education classes, and enhanced parent and staff engagement with the IEP process.

In alignment with this theory of action, the district is currently implementing several action steps outlined in the Local Control and Accountability Plan (LCAP). Additionally, OUHSD has sought technical assistance from the San Diego County Office of Education to support the implementation of its LCAP actions focusing on our students with disabilities. Corresponding specific actions can be found in Goal 1, Actions 1.2, 1.3, 1.4, and 1.5.

Homeless Students:

During the initial Differentiated Assistance meeting held on April 29, 2024, representatives from OUHSD engaged in a productive data analysis session led by facilitators from the Butte County Office of Education. Together, they delved into the essence of differentiated assistance and its application to our district's homeless student population, drawing insights from California School Dashboard data. OUHSD staff divided into teams to conduct a comprehensive data walk, scrutinizing various data points and reflecting on successes and areas for improvement. Encouraged to ponder and articulate their insights, teams engaged in rich discussions guided by BCOE facilitators. Post-data walk, the group collectively reflected on the human dimension behind the numbers, emphasizing the importance of personalizing our support for homeless students and optimizing existing resources. Identified root causes included staff turnover, school predictability, and the unique challenges faced by homeless students. A pivotal revelation centered on the need for a unified systems approach to support homeless students. Despite individual site efforts, the group recognized the potential for students to slip through the cracks due to disjointed systems and redundant practices.

To address these challenges, the group outlined actionable next steps:

- 1 - Conduct a holistic review of OUHSD's support systems to identify gaps and redundancies, embracing innovative thinking.
- 2 - Expand stakeholder involvement to enhance communication and clarify roles and expectations.
- 3 - Prioritize adult wellness to strengthen the support network.
- 4 - Deepen data analysis to understand student needs and address root causes such as suspensions.
- 5 - Develop a nuanced understanding of complex trauma and its impact on learning to drive further improvements.

OUHSD commits to delineating specific action items aligned with these next steps, outlined in Goal 2, Action Items 2.14 and 2.15.

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.

Prospect High School

Support for Identified Schools

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

OUHSD will provide various types of support to help the school address these challenges effectively:

Data Analysis and Needs Assessment:

The district can assist the PHS in conducting a comprehensive analysis of graduation rate and CCI performance data to identify specific areas of concern and areas for improvement. This analysis can help inform targeted interventions and strategies.

Professional Development:

Provide professional development opportunities for PHS staff focused on enhancing instructional practices, implementing evidence-based interventions, and addressing the needs of diverse student populations. This may include training on differentiated instruction, data-driven decision-making, and culturally responsive teaching practices.

Curriculum and Instructional Support:

Offer guidance and resources to support the development and implementation of rigorous and relevant curriculum aligned with college and career readiness standards. Provide assistance in designing instructional strategies that promote student engagement, critical thinking, and problem-solving skills.

Leadership and Capacity Building:

Support PHS leadership in developing strong instructional leadership practices and building the capacity of staff to lead school improvement efforts. This may involve coaching, mentoring, and professional learning communities focused on collaborative decision-making and shared leadership.

Family and Community Engagement:

Help PHS establish partnerships with families, community organizations, and other stakeholders to support student success. Facilitate communication and collaboration between PHS and community members to ensure that all students have access to the resources and support they need to thrive.

Resource Allocation:

Allocate additional resources, funding, and personnel to PHS to support the implementation of evidence-based interventions and strategies aimed at improving graduation rates and CCI performance. This may include hiring additional staff, investing in technology and instructional materials, and providing targeted support services for students.

Continuous Monitoring and Support:

Provide ongoing monitoring, feedback, and support to PHS throughout the improvement process. This includes regular data reviews, progress monitoring, and adjustments to strategies based on evidence of effectiveness. Collaborate with PHS to ensure that interventions are implemented with fidelity and sustained over time.

Monitoring and Evaluating Effectiveness

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

To monitor and evaluate the effectiveness of the plan described, OUHSD can implement several strategies:

1 - Data Collection and Analysis:

Continuously gather data on implemented practices related to improving Graduation Rate and College and Career Indicator (CCI) performance levels. This should include both quantitative data (e.g., graduation rates, CCI scores) and qualitative data (e.g., feedback from focus group discussions, needs analyses). Analyze this data regularly to track progress and identify trends.

2 - Establish Key Performance Indicators (KPIs):

Define specific KPIs related to Graduation Rate and CCI performance levels that align with the goals of the plan. These KPIs could include targets for improvement in graduation rates, increases in CCI scores, attendance rates, or changes in student outcomes related to college and career readiness.

3 - Regular Progress Reviews:

Schedule regular meetings or check-ins with site principals and other stakeholders to review progress on action items outlined in the Comprehensive Support and Improvement (CSI) plan. Use these meetings to discuss successes, challenges, and any necessary adjustments to the plan.

4 - Stakeholder Feedback:

Solicit feedback from stakeholders, including staff, students, parents, and community members, regarding the effectiveness of the strategies being implemented. This feedback can be collected through surveys, focus groups, or open forums, and should be used to inform decision-making and adjustments to the plan.

5 - Professional Development Evaluation:

Assess the impact of professional development opportunities provided to staff. This could involve surveys or assessments to measure changes in knowledge, skills, and attitudes related to enhancing Graduation Rate and CCI performance levels.

6 - Policy and Procedure Review:

Regularly review relevant policies and procedures to ensure they are aligned with the goals of the plan and are effectively supporting student achievement and success. Evaluate the impact of any updates or changes made to policies and procedures.

7 - Benchmarking and Comparison:

Compare performance data against benchmarks and targets established at the outset of the plan. Additionally, consider benchmarking against other districts or schools with similar demographics or challenges to gain insights into best practices and areas for improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Feedback from meeting with Subject Area Coordinators - Feb. 6, 2024 (LPHS) & Feb. 21, 2024 (OHS) Feedback from Staff Listening Sessions - Feb. 28, 2024 (LPHS), Feb. 29, 2024 (OHS), Mar. 4, 2024 (PHS), Mar. 11, 2024 (CIS/ATC/OAE) Feedback from Staff Surveys completed Jan. 31, 2024
Administration	Feedback from District Admin Meetings - Jan. 22, 2024, Feb. 26, 2024 Feedback from Staff Surveys completed Jan. 31, 2024
Classified and Other School Personnel	Feedback from Staff Listening Sessions - Feb. 28, 2024 (LPHS), Feb. 29, 2024 (OHS), Mar. 4, 2024 (PHS), Mar. 11, 2024 (CIS/ATC/OAE) Feedback from Staff Surveys - Completed Jan. 31, 2024
Bargaining Unit - Classified and Certificated	Feedback from Staff Listening Sessions - Feb. 28, 2024 (LPHS), Feb. 29, 2024 (OHS), Mar. 4, 2024 (PHS), Mar. 11, 2024 (CIS/ATC/OAE) Feedback from Staff Surveys completed Jan. 31, 2024
Parents	Feedback from Parent Listening Sessions - Mar. 12, 2024, Mar. 26, 2024 Feedback from Parent Survey - Completed Jan. 31, 2024 Feedback for Parent Advisory Committee - May 29, 2024 Feedback from DELAC - May 22, 2024

Educational Partner(s)	Process for Engagement
Students	Feedback from Student Survey - Completed Jan. 31, 2024 Feedback from Empathy Interviews completed by BCOE Staff - These were completed in early March Feedback from student focus group (Seniors) - Mar. 13, 2024
Community	Feedback from Community Survey - Completed Jan. 31, 2024
Prospect High School - Equity Multiplier	Feedback from Staff Surveys completed Jan. 31, 2024 Feedback from Student Survey - Completed Jan. 31, 2024 Feedback from Parent Survey - Completed Jan. 31, 2024 Staff Listening Session - Mar. 4, 2024 Equity Multiplier Planning Meeting - April 9, 2024
SELPA Consultation	Consultation meeting May 29, 2024

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

From the feedback provided, several main themes emerge across different stakeholder groups:

Support and Resources:

There's a common desire for better support and resources for teachers and staff, including access to technology, smaller class sizes, more paraeducators, and support for special education and English language learners.

Parents and students also highlight the importance of supportive teachers who are passionate about their subjects and care for their students. This feedback was reflected in the following actions: 1.2, 1.3, 1.4, 1.5 1.9, 1.10, 1.14, 1.15 1.16, 1.20, 4.2, 4.6

Curriculum and Instruction:

Suggestions for improving curriculum and instructional quality are prevalent, with calls for more diverse classes, updated facilities, professional development for teachers, and clearer instructions for assignments and tests.

Students express a desire for expanded Career and Technical Education (CTE) options in various fields such as healthcare, STEM, business, arts, and vocational training. This feedback was reflected in the following actions: 1.1, 1.8, 1.10, 1.16, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.5

Leadership and Communication:

Across all groups, there's a strong emphasis on the need for better leadership and communication within schools, including collaboration between administration and staff, involving teachers in decision-making, and timely responses to inquiries and concerns.

Student Support and Well-being:

Concerns about student well-being and safety are raised by both students and parents, with suggestions for improving safety measures, providing more support for credit-deficient students, offering extracurricular activities, and fostering a positive school culture. Attendance issues and behavioral management are highlighted as areas needing improvement, with calls for stricter measures, better transportation options, and addressing underlying reasons for absences. This feedback was reflected in the following actions: 1.7, 1.11, 1.12, 1.17, 1.19, 1.20, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.14, 2.15

Community Engagement:

The community echoes the need for improved transparency, communication, and community engagement from the school district, suggesting alternative communication methods beyond the internet.

Academic achievement and leadership personnel are also concerns expressed by the community, emphasizing the importance of hiring quality staff and effective leadership. This feedback was reflected in the following actions: 2.9, 3.7

These themes collectively illustrate the multifaceted challenges and priorities within the school district, highlighting the importance of addressing support for staff, curriculum quality, leadership and communication, student well-being, and community engagement to foster a positive and successful educational environment.

Equity Multiplier - Prospect High School and Community Day

During discussions with staff, students, and the community, a prominent theme emerged: the need to enhance career and college awareness by expanding Career and Technical Education (CTE) opportunities. Additionally, a significant number of students are missing school due to the necessity of working outside of school, which hinders their ability to meet graduation requirements, particularly in earning elective credits. This feedback is incorporated into Goal 4, specifically actions 4.3, 4.4, and 4.5.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure equitable access to educational programs and environments across all demographics, enabling every student to achieve mastery in core content areas and thereby empowering them to unlock future opportunities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was crafted in response to thorough data analysis and collaborative input from educational partners. Examination of the California School Dashboard data underscored the pressing need for sustained focus on English Language Arts (ELA), Mathematics, and English Language Development (ELD).

For instance, current District ELA achievement registers at -67.1 points below standard on the CAASPP assessment, with certain subgroups, such as African American (-136.3), English Learners (-96.1), Students with Disabilities (-195.2), and Homeless students (-171.3), exhibiting significantly lower scores and being categorized as "Red or Very Low." Similarly, Math achievement demands urgent attention, with students averaging -158 points below standard, and specific groups like African American (-225.8), Students with Disabilities (-264.8), Hispanic students (-179.4), and Socioeconomically disadvantaged students (-173.4) showing declines and falling into the "Red or Very Low" rating. Despite a notable 13% gain in English Learner Progress, students still lag approximately 10% behind the state average, with reclassification rates experiencing a moderate increase. These identified needs will be further addressed as outlined in the Measuring and Reporting Results section below.

Throughout the LCAP development process, educational partners highlighted the imperative for enhanced support and resources for teachers and staff, encompassing access to technology, smaller class sizes, increased paraeducators, and specialized assistance for special education and English Language Learner students. There was also a resounding call for elevating curriculum and instructional quality, including diversifying classes, providing professional development for teachers, and expanding opportunities in Career and Technical Education (CTE).

OUHSD is committed to enhancing ELA, Math, and English Learner progress through strategic actions aimed at bolstering student learning. Progress towards this goal will be diligently monitored using the metrics delineated below. OUHSD is committed to achieving and maintaining a level "Green or High" or better for all dashboard indicators by the year 2030.

Notes:

Unless otherwise noted, baseline data is from the 2022-23 school year. "DND" means that the data was not displayed due to privacy. For some metrics, a Likert Scale is used. For interpretation purposes, the following levels apply - 1 = Exploration and Research Phase, 2 = Beginning Development, 3 = Initial Implementation, 4 = Full Implementation, 5 = Full Implementation and Sustainability.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CAASPP Performance Level (Priority 4) CAASPP Participation Rate (Priority 5)	2022-23 DATA ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 67.1 - OUHSD B - 96.1 - English Learner's B - 171.3 - Homeless B - 84.9 - Socioeconomically Disadvantage B - 195.2 - SWD B - 136.3 - African American B - 109.0 - American Indian/Alaskan Native A - 32.4 A - Asian B - 87.7 - Hispanic B - 74.4 - White B - 100.4 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino			ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 25.1 - OUHSD B - 54.1 - English Learner's B - 129.3 - Homeless B - 42.9 - Socioeconomically Disadvantage B - 153.2 - SWD B - 94.3 - African American B - 67.0 - American Indian/Alaskan Native A - 74.4 - Asian B - 45.7 - Hispanic B - 32.4 - White B - 58.4 - Two or More	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B - 47.4 - LPHS B - 58.6 - OHS B - 265.1 - PHS District Participation Rate - 80%			DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 5.4 - LPHS B - 16.6 - OHS B - 223.1 - PHS District Participation Rate - >/= 95%	
1.2	Mathematics CAASPP Performance Level (Priority 4) CAASPP Participation Rate (Priority 5)	2022-23 DATA Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B- 158.0 - OUHSD B - 191.7 - English Learner's B - 230.3 - Homeless B - 173.4 - Socioeconomically Disadvantage B - 264.8 - SWD B - 225.8 - African American B - 184.2 - American Indian/Alaskan Native B - 62.2 - Asian B - 179.4 - Hispanic B - 168.1 - White			Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 89.0 - OUHSD B - 122.7 - English Learner's B - 161.3 - Homeless B - 104.4 - Socioeconomically Disadvantage B - 195.8 - SWD B - 156.8 - African American B - 115.2 - American Indian/Alaskan Native	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>B - 174.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino</p> <p>B - 144.7 - LPHS B - 154.3 - OHS B - 286.3 - PHS</p> <p>District Participation Rate - 78%</p>			<p>A - 7.2 - Asian B - 110.4 - Hispanic B - 99.1 - White B - 105.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino</p> <p>B - 75.7 - LPHS B - 85.3 - OHS B - 217.3 - PHS</p> <p>District Participation Rate - $\geq 95\%$</p>	
1.3	English Learner Progress Indicator (Priority 4)	<p>2022-23 DATA OUHSD 53.3% - Progressed at Least One Level 0.9% - Maintained Level 4 30.8% - Maintained Levels 1, 2L, 2H, 3L, 3H 15.0% - Decreased at Least One Level</p>			<p>OUHSD $\geq 60.0\%$ - Progressed at Least One Level $\geq 1.0\%$ - Maintained Level 4 $\leq 28.0\%$ - Maintained Levels 1, 2L, 2H, 3L, 3H $\leq 10.0\%$ - Decreased at Least One Level</p>	
1.4	Implementation of Academic Standards -	<p>2022-23 DATA ELA - CCSS</p>			<p>OUHSD is committed to maintaining a level</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Local Indicator (Priority 2)	<p>4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support</p> <p>Math - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support</p> <p>History - Social Science 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support</p> <p>ELD - Tied to ELA Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support</p> <p>Next Generation Science Standards 3 - Professional Development</p>			4 or greater on all designated areas in this metric.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4 - Instructional Materials 4 - Policy & Program Support Implementation of Standards 4 - Career Technical Education 4 - Physical Education Model Content Standards 4 - World Language 4 - Health Education Content Standards 4 - Visual and Performing Arts Engagement of School Leadership 5 - Identifying Professional Learning Needs (Whole) 5 - Providing Support for Teachers on Standards 5 - Identifying Professional Learning Needs (Individual)				
1.5	Graduation Rate (Priority 5)	2022-23 DATA 83.1% - OUHSD 82.9% - English Learner's 54.5% - Foster Youth 72.2% - Homeless			89.1% - OUHSD 88.9% - English Learner's 60.5% - Foster Youth 78.2% - Homeless	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		82.9% - Socioeconomically Disadvantage 65.3% - SWD 81.8% - African American 82.5% - American Indian/Alaskan Native 96.2% - Asian DND - Filipino 87.6% - Hispanic DND - Native Hawaiian/Pacific Islander 78.3% - White 66.7% - Two or More 86.0% - LPHS 89.7% - OHS 63.5% - PHS			88.9% - Socioeconomically Disadvantage 71.3% - SWD 87.8% - African American 88.5% - American Indian/Alaskan Native 99.2% - Asian DND - Filipino 93.6% - Hispanic DND - Native Hawaiian/Pacific Islander 84.3% - White 72.7% - Two or More 92.0% - LPHS 95.7% - OHS 69.5% - PHS	
1.6	Advanced Placement Exam Performance (score of "3" or better on all exams taken) (Priority 4)	125 AP Assessments take in 2023 29.6% of students scored a "3" or Higher			> 75% score a "3" or Higher	
1.7	CDE Facility Inspection Tool (School facilities in "Good Repair") (Priority 1)	2023-24 DATA Average FIT score of all facilities is 91.82%			> 90% FIT score for all facilities	
1.8	Teachers Appropriately Assigned and Credentialed	2022-23 DATA			>= 85% Clear Credential	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 1)	<p>118.05 - Total Teaching Full-Time Equivalent (FTE)</p> <p>80.4% - Clear Credential (% of teaching FTE)</p> <p>The percentage of Clear Credentials falls below the state average of 84%</p> <p>100% - Teachers Appropriately Assigned</p>			100% - Teachers Appropriately Assigned	
1.9	Access to a Broad Course of Study (Priority 7)	<p>2023-24 DATA</p> <p>100% of OUHSD students have a 4-year plan completed.</p> <p>Course Request Success Rate: LPHS - 85% OHS - 89.6% PHS - 100%</p> <p>17% of EL student have limited access to electives or CTE courses due to ELD class participation</p>			<p>100% of OUHSD students will have a 4-year plan completed.</p> <p>Course Request Success Rate: LPHS - >/= 85% OHS - >/= 85% PHS - >/= 85%</p> <p>< 10% of EL students have limited access to electives or CTE courses due to ELD class participation</p>	
1.10	High School Dropout Rate (Priority 5)	<p>2022-23 DATA</p> <p>2.4% (52 students) - OUHSD</p>			< 10 Student Dropouts Districtwide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.1% (25 students) - LPHS 2.6% (22 students) - OHS 6.8% (5 students) - PHS				
1.11	English Learner Reclassification Rate	2022-23 DATA 22.4% (24 students) - OUHSD			>/= 25% - OUHSD	
1.12	Access to Standards Aligned Materials (Priority 1B)	2023-24 DATA 100% of students have access to standards aligned materials either digitally or hard copy. The district had 0 William's Act complaints regarding standards aligned materials during the 2023-24 school year.			100% of students will have access to standards aligned materials The district will have 0 William's Act complaints regarding standards aligned materials	

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	Teachers Appropriately Assigned and Fully Credentialed	When analyzing the data for all students at OUHSD, it's evident that a concerning proportion aren't meeting grade-level standards in ELA and Mathematics. To bolster academic achievement, it's imperative to recruit and retain highly qualified staff. Consequently, we anticipate a marked improvement in academic performance across the board, reflected in enhanced scores in CAASPP Math and ELA, along with higher percentages of English learners demonstrating annual growth towards English proficiency.	\$0.00	No
1.2	Alternative Diploma Pathways for Students with Disabilities	OUHSD will collaborate with administrators, teachers, special education educators, and pertinent stakeholders to enact the Alternative Diploma Pathway outlined in California Education Code 51225.31. Together, we will assess eligibility criteria and delineate the necessary steps for seamlessly incorporating this pathway into individualized education plans (IEPs) for students with disabilities. Furthermore, OUHSD is committed to providing comprehensive professional development sessions for educators and support staff to ensure the faithful execution of this initiative. Rigorous monitoring of progress towards implementation will be conducted to guarantee adherence to the Education Code's stipulations. This aim of this action is to provide additional graduation options and increase the graduation rate of our Students with Disabilities.	\$0.00	No
1.3	Tutorial Support and Push-in Support for Students with Disabilities	Tutorial Support and Push-in services will be implemented to benefit our Students with Disabilities. Through robust collaborative planning and coordination among teachers, paraeducators, and additional support staff, students will receive tailored individual and group support aligned with their	\$3,273,354.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>IEP goals and specific needs. This approach ensures that interventions are precisely targeted to address students' unique challenges and facilitate their academic progress. Teachers and paraeducators will form a cohesive team to continually assess the effectiveness of these services. By actively soliciting feedback from students, parents, and colleagues, and conducting regular progress monitoring, we will gather valuable data to evaluate the impact of the support provided. This data will play a crucial role in assessing students' progress towards meeting their IEP goals and will inform future IEP development. Additionally, it will serve as a foundation for making necessary adjustments to goals, accommodations, and modifications, ensuring that our students receive the most effective support tailored to their evolving needs.</p>		
1.4	<p>Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and Communication (DA)</p>	<p>OUHSD is committed to enhancing the effectiveness of our Individualized Education Program (IEP) processes and ensuring transparent communication with all stakeholders. To achieve this, we will develop and implement a districtwide protocol (CIM activity item 1.1) focused on streamlining IEP procedures and enhancing communication channels. This protocol will facilitate the identification and communication of Students with Disabilities' needs, ensuring that appropriate support is provided promptly and comprehensively. Additionally, OUHSD will establish clear stakeholder expectations (CIM activity item 1.2) for IEP processes and meetings, fostering mutual understanding and collaboration among all participants. To support successful implementation, comprehensive training and professional development opportunities will be offered to staff and stakeholders. This will ensure that all involved parties are equipped with the knowledge and skills necessary to effectively navigate the IEP process and fulfill their roles. Monitoring the effectiveness of these initiatives is essential. OUHSD will actively solicit feedback from stakeholders through various means, such as surveys and empathy interviews. This feedback will inform ongoing improvements and adjustments, ensuring that our IEP processes remain responsive to the needs of our students and stakeholders.</p>	\$0.00	No
1.5	<p>Implement a Districtwide System</p>	<p>OUHSD is dedicated to ensuring the quality and compliance of our Individualized Education Programs (IEPs). To achieve this, we will</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	for Monitoring IEP Quality and Compliance (DA)	systematically identify the essential components of a high-quality IEP (CIM activity 2.1) and utilize this information to develop a comprehensive quality assurance rubric. This rubric will serve as a tool to monitor the quality and compliance of IEPs across the district, providing valuable insights into areas of strength and areas requiring improvement. Initially, it will establish a baseline of data (CIM activity 2.2), enabling us to pinpoint specific areas where support, training, and professional development for IEP case managers are needed most. OUHSD will establish a regular schedule for annual IEP calibration and quality assurance monitoring (CIM activity 2.3). Through this process, feedback from calibration and quality assurance efforts will be gathered and analyzed. This feedback will be used to collaborate with case managers both individually and collectively, implementing targeted strategies to address any identified areas for improvement. Furthermore, annual data collected through this process will be utilized to monitor the overall health and effectiveness of the district's IEP protocols and systems. By consistently evaluating and refining our practices, we will ensure that every student receives an IEP that fully meets their needs and supports their success.		
1.6	Improve Participation Rate on CAASPP Assessments	Districtwide participation in the 2022-23 CAASPP assessments for ELA was 80%, while for Math it was 78%. However, the district faces penalties for every student required to achieve the mandated 95% participation rate. These penalties adversely impact our overall rating and undermine our performance on standards as assessed by the California Dashboard. To address this challenge, each school site will take proactive steps by developing and implementing comprehensive testing plans and protocols. These measures aim to ensure that OUHSD achieves or exceeds the required 95% participation threshold.	\$0.00	No
1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	Site Social Workers and Targeted Case Managers (TCMs) will offer comprehensive educational case management and support services to youth in foster care and students experiencing homelessness. These services encompass tailored academic support and guidance, aimed at facilitating the fulfillment of high school graduation requirements for these vulnerable populations. Social Workers and TCMs will forge close partnerships with the Butte County Office of Education (BCOE) School	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Ties program, ensuring seamless coordination to meet students' diverse needs effectively. (see Goal 2 for funding)		
1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Annually, we will utilize the California Department of Education Facilities Inspection Tool (FIT) to conduct a comprehensive assessment of the condition of our facilities. This assessment will serve as a crucial status update, informing our efforts to maintain and improve the quality of our school environment. Upon identifying areas of need through the FIT assessment, we will promptly address them by integrating them into our annual maintenance plan. This proactive approach ensures that any deficiencies or concerns are promptly identified and remedied, contributing to the safety, functionality, and overall quality of our facilities for the benefit of our students, staff, and community. Additionally, OUHSD is committed to hiring additional custodial staff members across all school sites. These new hires will play a pivotal role in enhancing cleanliness and maintenance standards, ensuring that our facilities remain pristine and welcoming for students, staff, and visitors alike.	\$2,770,648.00	Yes
1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Students will be equipped with Chromebooks tailored to immerse them fully in the curriculum, fostering access to meaningful content and the school's adopted online educational resources. Moreover, these Chromebooks will serve as invaluable tools for honing technological proficiency, enabling students to adeptly navigate word processing, spreadsheets, and desktop publishing programs as essential facets of their academic journey. To ensure seamless integration of technology, the district will furnish new Chromebooks to incoming freshmen and new students, guaranteeing equitable access to cutting-edge resources. Furthermore, the district remains committed to maintaining the functionality of these devices, promptly repairing or replacing Chromebooks as necessary to uphold uninterrupted learning experiences for all students. A critical component of this action is maintaining our local area network. This ensures that students will have seamless access to all instructional resources when needed.	\$761,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Development for All Staff	<p>OUHSD is committed to delivering explicit, targeted, and ongoing professional development aimed at cultivating and implementing effective Professional Learning Teams (PLTs), Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Designated and Integrated English Language Development (ELD) with an emphasis on our Long-Term English Learner (LTEL) population, and content-specific training focused on optimizing instructional practices. This comprehensive approach encompasses honing skills in best first instruction, curriculum alignment, and instructional strategies tailored to individual subject areas. Furthermore, these dedicated professionals will also use PD time to collaborate to organize targeted activities aimed at enhancing students' proficiency in Math and English Language Arts. Furthermore, OUHSD is committed to providing intervention and credit recovery opportunities for core content classes, ensuring that every student has the support needed to excel academically. Our primary focus will center on key student demographics. In English Language Arts, special attention will be given to English Learners and Homeless students across the district, alongside comprehensive support for Students with Disabilities in both English and Math. Additionally, our Math initiatives will target Socioeconomically Disadvantaged and Hispanic student populations districtwide. At Oroville High School, our efforts will be concentrated on supporting the Socioeconomically Disadvantaged and Hispanic communities specifically in Math, aligning with our broader district goals for inclusive and equitable education. PD offerings will provide time and training for these initiatives to be successful.</p>	\$383,210.00	Yes
1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	<p>OUHSD will invest in acquiring the NWEA MAP assessment to serve as a versatile tool for universally screening students and ensuring appropriate placement in English and Math courses. Additionally, MAP will be employed as a benchmark assessment in English, Math, and Science to pinpoint student learning gaps. This information will equip teachers to deliver targeted support and interventions tailored to each student's specific needs. The MAP assessment is also instrumental in accurately placing English Learner students in suitable English Language Development courses upon entering as freshmen. Furthermore, it serves as a valuable tool for assessing the readiness of English Learners (ELs) and Long-Term English Learners (LTELs) for reclassification eligibility.</p>	\$34,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Maintain and Expand Library Services	OUHSD is committed to offering library supervision before and after school, ensuring access to its extensive resources for all students. Additionally, we will maintain the currency and quality of our library resources, including books and other materials, to enrich the learning experience. To streamline library management, the district will leverage Follett software, optimizing resource organization and accessibility for all stakeholders.	\$142,839.00	Yes
1.14	District ELD Coordinator	<p>OUHSD will appoint a .2FTE District English Language Development (ELD) Coordinator to oversee all ELD initiatives across the district. This pivotal role entails comprehensive coordination of various ELD activities, including:</p> <ul style="list-style-type: none"> • Monitoring program compliance and ensuring adherence to established processes and protocols. • Regularly updating the ELD Master plan to reflect evolving needs and best practices especially targeting LTEL students. • Facilitating and coordinating a district-wide ELD Professional Learning Team (PLT) to promote collaboration and professional development. • Organizing and delivering targeted professional development opportunities for both ELD and general education staff to enhance instructional practices. • Ensuring accurate student placement in appropriate ELD programs and monitoring their progress towards potential reclassification. • Build and implement targeted LTEL intervention program districtwide • Monitor LTEL specific data on Ellevation and other digital platforms • Provide/Coordinate focused interventions for Newcomer students <p>This dedicated position will play a central role in fostering the academic success and linguistic proficiency of English Language Learners throughout the district focusing primarily on creating and implementing district plans and procedures for LTEL and Newcomer students.</p>	\$29,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Supplemental English Language Development Support Classes for All ELD Students	<p>OUHSD is committed to the inclusion and provision of Supplemental English Language Development (ELD) support classes across all district sites. These classes will be seamlessly integrated into the Master Schedule, with priority scheduling granted to English Learners (EL) and Long-Term English Learners (LTEL). Each class will be led by a highly qualified and credentialed teacher proficient in ELD instruction.</p> <p>Furthermore, to enhance student support, bilingual paraeducators will assist both in the Designated ELD classes and in a push-in format tailored to meet individual student needs. This collaborative approach ensures that EL and LTEL students receive comprehensive and targeted assistance to maximize their language acquisition and academic progress.</p>	\$264,774.00	Yes
1.16	Standards Based Curriculum and Sufficient Instructional Materials	<p>OUHSD will harness the resources provided by the Williams Act to conduct annual monitoring of the selection, adoption, and utilization of all mandated standards-based materials. To bolster effective implementation, teachers will receive targeted support tailored to the adopted curriculum. In the process of adopting new curriculum materials, district teams will prioritize selections that align with California Academic standards. Additionally, they will seek out resources with built-in supports specifically designed to assist English Learners. Furthermore, the chosen materials will ensure ample provisions for supporting Students with Disabilities and other learners who may face challenges in meeting rigorous, grade-level standards. OUHSD will also ensure that all students and teachers have access to sufficient instructional materials. This includes print and digital resources and licenses.</p>	\$298,539.00	Yes
1.17	Credit Recovery and Summer School	<p>OUHSD is committed to offering flexible credit recovery options to students throughout the academic year. Credit recovery periods will be seamlessly integrated into the master schedule, allowing students the opportunity to reclaim credits during regular school hours. Furthermore, students can opt for credit recovery through Oroville Adult Education, offering independent study or night school alternatives for those seeking additional flexibility. In addition to these options, OUHSD will host a summer credit recovery session annually, providing students with a concentrated opportunity to</p>	\$454,148.00	Yes

Action #	Title	Description	Total Funds	Contributing
		catch up on credits and stay on track for graduation. This comprehensive approach ensures that students have multiple avenues to recover credits and achieve academic success, promoting equity and supporting students in reaching their full potential. Edgenuity Software will be the primary tool used for credit recovery.		
1.18	Maintain Current Center For Independent Study Program	The Center for Independent Study (CIS) has the capacity to serve more than 300 students, offering them an alternative to traditional school attendance. CIS provides a flexible independent study option for students, including those with disabilities, allowing them to pursue their education in a non-traditional setting. Despite the independent nature of their studies, students enrolled at CIS adhere to the same graduation requirements as their counterparts at comprehensive school sites. This ensures that all students receive a rigorous and comprehensive education, regardless of their chosen learning pathway.	\$1,744,188.00	Yes
1.19	Independent Study PE	Students will have the opportunity to fulfill their graduation requirements through Independent Study PE, providing them with additional flexibility in their course selection. By choosing Independent Study PE, students can free up time in their schedule to enroll in additional courses such as Band, Spanish, or Career Technical Education (CTE) courses, expanding their academic and extracurricular opportunities. This option is particularly beneficial for English Learner (EL) students, who may face scheduling constraints with their English Language Development (ELD) courses. By opting for Independent Study PE, EL students can create space in their schedules to enroll in additional classes that may not have been previously accessible, such as Band, Spanish, or CTE courses. This flexibility empowers EL students to explore a wider range of academic and extracurricular opportunities, fostering their overall growth and success.	\$131,005.00	Yes
1.20	Increase staffing to offer students direct support	OUHSD is committed to enhancing student support services by expanding staffing. This includes hiring and retaining an additional Assistant Principal at both OHS and LPHS. Additionally, co-teachers, who also serve as Special Education Case Managers, will be assigned to general education classrooms. These co-teachers will offer support not only for Special	\$1,769,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Education students but for all students in those classes, ensuring a supportive learning environment for everyone.		
1.21	Maintain the Operation of Community Day School (CDS)	OUHSD is committed to sustaining the operation of Community Day School (CDS) as a vital alternative placement option for students experiencing behavior issues or facing expulsions. To support CDS, OUHSD will allocate resources, including staffing (a teacher and paraeducator) and a supply budget, ensuring the continued provision of high-quality education and support for students in need of a different educational setting.	\$135,927.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, nurturing, and supporting environment to every student using Culturally Responsive Positive Behavior Intervention and Supports as a framework.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was formulated in direct response to discerned needs unearthed through data analysis and collaboration with educational partners. Analysis of the California School Dashboard alongside other local data underscored a compelling imperative to perpetuate a safe and nurturing environment, with a focus on augmenting attendance, mitigating suspension rates, and fostering a profound sense of safety and belonging among students during their time at school.

For instance, while there have been improvements in chronic absenteeism and attendance rates, it remains concerning that over a quarter of our students are chronically absent, and our attendance rate hovers just above 90%. Moreover, district suspension rates witnessed a slight uptick compared to the previous year, particularly notable among our Homeless students at 13.9% and our American Indian students at 9.0%, reflecting an increase of over 2% for the year. Additionally, expulsions surged during the 2022-23 school year to 0.93%, marking a substantial rise from a mere 0.24% the preceding year.

In pursuit of enhancing student well-being and comfort within school settings, OUHSD transitioned to the Fundamentals SEL screener in the 2023-24 academic year. This tool evaluates nine distinct categories pertinent to student comfort in the educational environment. Initial data suggests that OUHSD generally ranked as experiencing "High Satisfaction with their School Experience" across all categories. However, upon closer examination of the data, we uncover specific groups of students who rated significantly lower, indicating a necessity for tailored interventions. Further data clarified in the Measuring and Reporting Results section below will underscore the urgency of this goal.

Throughout the LCAP development process, educational partners emphasized the pivotal role of supportive teachers who exhibit a genuine passion for their subjects and a profound care for their students. Both students and parents articulated concerns regarding student well-being, advocating for enhancements in safety measures, support for credit-deficient students, enrichment through extracurricular activities, and cultivation of a positive school culture. Attendance challenges and behavioral management emerged as areas necessitating improvement, with recommendations for more stringent measures, enhanced transportation options, and addressing underlying factors contributing to absenteeism.

To address these imperatives, the district is committed to elevating attendance, mitigating absenteeism, and nurturing student connectedness to school through targeted actions aimed at fostering an inclusive and supportive culture across OUHSD campuses. Progress towards this objective will be diligently gauged using the identified metrics outlined below.

Notes:

Unless otherwise noted, baseline data is from the 2022-23 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate (Priority 5)	2022-23 DATA 85.2% - OUHSD 88.1% - LPHS 86.6% - OHS 64.6% - PHS			> 90% - OUHSD > 95% - LPHS > 95% - OHS > 80% - PHS	
2.2	Chronic Absenteeism Rate (Priority 5)	2022-23 DATA 45.2% - OUHSD 30.9% - English Learners 45.7% - Foster Youth 48.6% - Socioeconomically Disadvantaged 48.6% - Students with Disabilities 40.1% - LPHS 47.1% - OHS 93.2% - PHS			< 15% - OUHSD < 15% - English Learners < 20% - Foster Youth < 20% - Socioeconomically Disadvantaged < 20% - Students with Disabilities < 15% - LPHS < 15% - OHS < 40% - PHS	
2.3	Suspension Rate (Priority 6)	2022-23 DATA 6.1% - OUHSD 3.1% - English Learner's 8.1% - Foster Youth			4.6% - OUHSD 1.6% - English Learner's 6.6% - Foster Youth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.9% - Homeless 6.7% - Socioeconomically Disadvantage 8.4% - Students with Disabilities 7.6% - African American 9.0% - American Indian/Alaskan Native 1.0% - Asian 14.3% - Filipino 5.1% - Hispanic 5.9% - Native Hawaiian/Pacific Islander 7.1% - White 7.3% - Two or More 4.9% - LPHS 6.8% - OHS 7.9% - PHS			12.4% - Homeless 5.2% - Socioeconomically Disadvantage 6.9% - Students with Disabilities 6.1% - African American 7.5% - American Indian/Alaskan Native </= 1.0% - Asian 12.8% - Filipino 3.6% - Hispanic 4.4% - Native Hawaiian/Pacific Islander 5.6% - White 5.8% - Two or More 3.4% - LPHS 5.3% - OHS 6.4% - PHS	
2.4	Expulsion Rate (Priority 6)	2022-23 DATA .93% - OUHSD .92% - LPHS .94% - OHS 1.4% - PHS			</= .25% for all students	
2.5	PBIS Tiered Fidelity Inventory (Priority 6)	2023-24 DATA Tier 1 - 16 / 30 = 53% Tier 2 - 10 / 26 = 38% Tier 3 - 7 / 34 = 21%			Tier 1 - 27 / 30 = 90% Tier 2 - 20 / 26 = 77% Tier 3 - 17 / 34 = 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Fundamentals SEL Screener (Priority 6)	<p>Data collected in 2023-24 school year</p> <p>Factor 1 - Feelings About School: 67.4% / 42.3rd percentile (High Satisfaction)</p> <p>Factor 2 - Perceived Learning Capability: 72.7% / 46.4th percentile (High Satisfaction)</p> <p>Factor 3 - Self-regard as a Learner: 58.9% / 46.1st percentile (High Satisfaction)</p> <p>Factor 4 - Preparedness for Learning: 77.4% / 46.3rd percentile (High Satisfaction)</p> <p>Factor 5 - Attitudes to Teachers: 71.3% / 39.3rd percentile (High Satisfaction)</p> <p>Factor 6 - General Work Ethic:</p>			<p>Factor 1 - Feelings About School: >= 50th percentile (High Satisfaction)</p> <p>Factor 2 - Perceived Learning Capability: >= 50th percentile (High Satisfaction)</p> <p>Factor 3 - Self-regard as a Learner: >= 50th percentile (High Satisfaction)</p> <p>Factor 4 - Preparedness for Learning: >= 50th percentile (High Satisfaction)</p> <p>Factor 5 - Attitudes to Teachers: >= 50th percentile (High Satisfaction)</p> <p>Factor 6 - General Work Ethic: >= 50th percentile (High Satisfaction)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>67.4% / 43.2nd percentile (High Satisfaction)</p> <p>Factor 7 - Confidence in Learning: 61.1% / 55.3rd percentile (High Satisfaction)</p> <p>Factor 8 - Attitudes to Attendance: 62.8% / 49.6th percentile (High Satisfaction)</p> <p>Factor 9 - Response to Curriculum Demands: 59.2% / 51.9th percentile (High Satisfaction)</p>			<p>Factor 7 - Confidence in Learning: >= 60th percentile (High Satisfaction)</p> <p>Factor 8 - Attitudes to Attendance: >= 60th percentile (High Satisfaction)</p> <p>Factor 9 - Response to Curriculum Demands: >= 60th percentile (High Satisfaction)</p>	

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	Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	OUHSD will engage an independent monitor to oversee the implementation of the Department of Justice stipulated agreement and provide support to the district in implementing CR-PBIS.	\$50,000.00	No
2.2	School Resource Officer/Deputy and Campus Security	OUHSD recognizes the importance of maintaining a safe and secure learning environment for all students, staff, and visitors. To achieve this goal, the district will enter into contracts with both the Oroville Police Department and the Butte County Sheriff's Office to provide School Resource Officer (SRO) and Deputy services. These dedicated law enforcement professionals will work closely with school administrators to ensure the safety and well-being of everyone on campus. In addition to SROs and Deputies, OUHSD will also take proactive measures to enhance security by hiring campus security personnel for each school site. These campus security staff members will provide an additional layer of protection, patrolling school grounds, monitoring access points, and responding to any security concerns or incidents that may arise. By partnering with local law enforcement agencies and investing in campus security personnel, OUHSD aims to create a safe, supportive, and conducive learning environment where students can thrive academically and socially. This collaborative approach to school safety underscores the district's commitment to prioritizing the well-being of its students and staff members.	\$903,987.00	No
2.3	School Attendance and Achievement Review Team	The OUHSD superintendent will convene a dedicated task force comprising school staff and community members to address the issue of chronic absenteeism among students. This collaborative team will work	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>collectively to identify and understand the underlying barriers that contribute to students missing school regularly. By leveraging the diverse expertise and perspectives of both school personnel and community stakeholders, the task force will develop comprehensive strategies and interventions tailored to address these barriers effectively.</p> <p>Members of the task force may include school administrators, teachers, counselors, social workers, attendance clerks, parents, representatives from community organizations, local government officials, and other relevant stakeholders. Together, they will examine factors such as transportation challenges, health issues, family circumstances, socio-economic factors, and school climate that may impact student attendance. Through data analysis, discussions, and brainstorming sessions, the task force will collaborate to devise targeted interventions and support services aimed at reducing chronic absenteeism.</p>		
2.4	Provide Nutritious Meals	<p>OUHSD is committed to ensuring that all students have access to nutritious meals without financial barriers. As part of this commitment, the district will provide meals to all students at no cost. This initiative aims to promote food security, support student health and well-being, and create an inclusive and equitable learning environment where every student can focus on their academic and personal growth without concerns about hunger or access to nutritious food options. By removing the financial burden associated with school meals, OUHSD seeks to foster a positive and supportive atmosphere that promotes healthy eating habits and enhances student success.</p>	\$1,466,232.00	No
2.5	Social Emotional Learning	<p>OUHSD has embraced Character Strong as its cornerstone platform and curriculum for Social Emotional Learning (SEL). To ensure comprehensive integration, the district has incorporated a dedicated weekly advisory period into the bell schedule, specifically designed for SEL learning opportunities. Each teacher will be assigned an advisory class, facilitating direct engagement with students in these crucial areas. Moreover, to maximize the impact of Character Strong, the district has scheduled Character Strong lessons to be delivered three times per month during these advisory sessions.</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Provide Facilities to the Boys and Girls Club of the North Valley	The Boys and Girls Club of the North Valley has established clubhouses at every comprehensive high school campus within our district. Their collaboration with the district ensures students have access to a range of valuable services, including tutoring, social engagement support, and career exploration opportunities. Though the clubhouses are located on the comprehensive sites, all OUHSD students can have access to the Boys and Girls Club.	\$52,000.00	Yes
2.8	Social, Emotional, and Health Supports	OUHSD, committed to fostering an inclusive and supportive learning environment, will ensure that a comprehensive array of specialized professionals is readily available to empower students in overcoming any obstacles that may impede their academic progress. To this end, we will offer the expertise of dedicated Social Workers, a compassionate School Nurse, insightful School Psychologists, and a skilled Speech Therapist. These professionals stand ready to provide personalized assistance, offering guidance, support, and interventions tailored to address a spectrum of challenges that students may encounter, thereby facilitating their holistic development and enhancing their prospects for academic achievement and overall well-being within our educational community.	\$1,396,009.00	Yes
2.9	Targeted Case Manager/Family Liaison	OUHSD has introduced the Targeted Case Manager/Family Liaison (TCM) role to provide specialized support for unduplicated students at every school site, addressing both their instructional and mental health needs. Moreover, TCMs will actively cultivate avenues to enhance parental and community involvement. Collaborating closely with administration, social workers, and other staff members, each TCM will manage a caseload of students, maintaining regular check-ins to monitor progress and offer assistance as needed. Priority will be accorded to students experiencing homelessness, those in foster care, individuals identified through the Fundamentals SEL screener as requiring additional support, those grappling with chronic absenteeism, or students at risk of academic underperformance. Furthermore, TCMs extend crucial social and emotional support to both students and staff, operating student wellness centers accessible during crises or moments necessitating respite. This	\$942,383.00	Yes

Action #	Title	Description	Total Funds	Contributing
		multifaceted approach underscores our commitment to fostering a supportive educational environment conducive to the well-being and success of every student.		
2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	OUHSD is dedicated to providing a well-rounded educational experience that extends beyond the classroom. In pursuit of this commitment, we offer a diverse array of extracurricular opportunities, including athletics, clubs, and various other activities. Opportunities to note would be athletic programs, student clubs like Link Crew or the Asian Club, and competition teams like Mock Trial or Academic Decathlon. Additionally, OUHSD is partnering with a firm to provide extensive athletic training services to the athletic teams at both OHS and LPHS to help ensure student health and safety while participating in these opportunities. Furthermore, the partnership will extend opportunities for student interns to gain valuable hands-on experience, fostering their exploration of potential career paths within the field.	\$1,493,215.00	Yes
2.11	Home to School Transportation	OUHSD is committed to ensuring that students have access to transportation services between their homes and schools.	\$1,000.00	Yes
2.12	PBIS TOSAs and Student Incentives	OUHSD is dedicated to fostering a positive school culture and promoting student success through the implementation of Comprehensive School-wide Positive Behavior Interventions and Supports (CR-PBIS). Teachers on Special Assignments (TOSA) will play a pivotal role in OUHSD's implementation of PBIS. As part of this initiative, the district will introduce incentives aimed at encouraging regular student attendance and reinforcing positive behavior. These incentives serve as a fundamental component of CR-PBIS, a research-based framework designed to create a supportive and inclusive learning environment where all students can thrive. In addition to promoting attendance and positive behavior, the implementation of incentives aligns with the core principles of CR-PBIS, which emphasize proactive strategies for addressing behavior, data-driven decision-making, and the promotion of social-emotional well-being. By integrating incentives into the CR-PBIS framework, OUHSD seeks to	\$108,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
		create a positive school climate conducive to academic achievement, social development, and the holistic growth of all students.		
2.14	OUHSD Homeless Action Team	<p>OUHSD will assemble a districtwide action team dedicated to addressing the unique needs of students experiencing homelessness within our community. This collaborative effort will entail identifying, assessing, and enhancing district-wide support systems across various domains including academic achievement, fostering school connectedness, ensuring access to essential resources, reducing suspension rates, and implementing trauma-informed practices.</p> <p>Comprised of a diverse range of stakeholders, such as district and site administration, social workers, targeted case managers, as well as general and special education teachers, this team will provide comprehensive representation and expertise. Together, they will analyze data pertaining to homeless students, discerning barriers, uncovering root causes, and devising strategies to bolster student success. A focus of this group will be to determine communication needs and ways to fulfil those needs to provide clarity around systems and to provide technical assistance and supports for implementation.</p>	\$2,000.00	No
2.15	Homeless Students Systems of Support	Collaborating with the Butte County Office of Education through their School Ties program, OUHSD is committed to conducting a comprehensive assessment of our existing support systems for students facing homelessness. Our goal is to identify any gaps, redundancies, or inefficiencies within these systems, with the aim of enhancing overall effectiveness. OUHSD will spearhead initiatives for system improvement, streamlining processes, and implementing necessary updates and enhancements. We are dedicated to fostering clear communication channels across all stakeholder groups, ensuring transparency and alignment throughout the improvement journey. To facilitate smooth implementation, a detailed plan will be crafted, outlining key milestones and strategies for system enhancement. Furthermore, OUHSD is committed to providing comprehensive training and technical assistance to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		support stakeholders as they navigate the evolving landscape of system improvements.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empower every student to cultivate transferable skills essential for success in college, career, and life, through district preparation programs and robust partnerships with parents and the community.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal emerged in direct response to discerned needs unveiled through meticulous data analysis and collaborative input from educational partners. Examination of the California School Dashboard data alongside other local metrics highlighted a compelling imperative to bolster support in fostering transferable skills essential for college, career, and lifelong success.

For instance, district-wide statistics reveal that only 14.4% of students meet UC/CSU requirements upon graduation, while merely 30.7% are deemed "Prepared" according to the College and Career indicator on the Dashboard. This is considered to be in the "Low" category. Additionally, 17% of students are completing pathways in Career and Technical Education fields, with less than half meeting EAP standards in English Language Arts and 17% meeting EAP standards in Math. Furthermore, 2.37% of students who complete a CTE pathway also meet UC/CSU requirements. Data recorded in the Measuring and Reporting Results section below will underscore the pressing need for support in these critical areas.

Throughout the LCAP development process, educational partners emphasized the necessity for enhancing curriculum and instructional quality, advocating for a broader array of diverse classes and expanded CTE options spanning healthcare, STEM, business, arts, and vocational training.

The district is poised to enhance the readiness of students for college, careers, and life beyond high school through targeted actions aimed at addressing these identified needs. Moreover, the district is steadfast in its commitment to diligently monitor and measure progress towards this goal, utilizing the metrics outlined below to gauge effectiveness and inform ongoing improvements.

Notes:
 Unless otherwise noted, baseline data is from the 2022-23 school year. "DND" means that the data was not displayed due to privacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	College and Career Indicator (Prepared) (Priority 4)	2022-23 DATA 30.7% - OUHSD 18.2% - English Learner's 27.3% - Foster Youth 15.1% - Homeless 29.4% - Socioeconomically Disadvantage 21.1% - Students with Disabilities 31.8% - African American 20.4% - American Indian/Alaskan Native 45.6% - Asian DND - Filipino 28.9% - Hispanic DND - Native Hawaiian/Pacific Islander 30.1% - White 16.7% - Two or More 33.3% - LPHS 40.3% - OHS 1.1% - PHS			45% - OUHSD 33% - English Learner's 42% - Foster Youth 30% - Homeless 44% - Socioeconomically Disadvantage 36% - Students with Disabilities 46% - African American 35% - American Indian/Alaskan Native 60% - Asian DND - Filipino 43% - Hispanic DND - Native Hawaiian/Pacific Islander 45% - White 31% - Two or More 48% - LPHS 55% - OHS 16% - PHS	
3.2	Rate of Students Meeting UC/CSU Requirements (Priority 4)	2022-23 DATA 14.4% - OUHSD 0.00% - English Learner's 0.00% - Foster Youth 0.00% - Homeless			> 30% - OUHSD > 30% - English Learner's > 30% - Foster Youth > 30% - Homeless	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.6% - Socioeconomically Disadvantage DND - Students with Disabilities 5.9% - African American 12.5% - American Indian/Alaskan Native 25.0% - Asian DND - Filipino 16.1% - Hispanic DND - Native Hawaiian/Pacific Islander 11.7% - White			> 30% - Socioeconomically Disadvantage DND - Students with Disabilities > 30% - African American > 30% - American Indian/Alaskan Native > 50% - Asian DND - Filipino > 30% - Hispanic DND - Native Hawaiian/Pacific Islander > 30% - White	
3.3	Rate of Students Completing a CTE Pathway (Priority 4)	2022-23 DATA 17.0% - OUHSD 8.3% - English Learner's 0.00% - Foster Youth 0.00% - Homeless 14.3% - Socioeconomically Disadvantage 11.6% - Students with Disabilities 17.6% - African American 12.5% - American Indian/Alaskan Native 13.2% - Asian DND - Filipino 10.2% - Hispanic			> 25% - OUHSD > 25% - English Learner's > 25% - Foster Youth > 25% - Homeless > 25% - Socioeconomically Disadvantage > 25% - Students with Disabilities > 25% - African American > 25% - American Indian/Alaskan Native > 25% - Asian DND - Filipino > 25% - Hispanic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DND - Native Hawaiian/Pacific Islander 23.8% - White			DND - Native Hawaiian/Pacific Islander > 25% - White	
3.4	Rate of Students Completing a CTE Pathway and Meeting UC/CSU Requirements (Priority 4)	2022-23 DATA 2.37% (12 students) Districtwide			> 10% of students Districtwide	
3.5	% of Students Prepared for College by the EAP - ELA (11th grade CAASPP 3 or higher) (Priority 4)	2022-23 DATA 47% - OUHSD 25% - English Learner's 54% - African American 24% - American Indian/Alaskan Native 69% - Asian DND - Filipino 42% - Hispanic DND - Native Hawaiian/Pacific Islander 47% - White 40% - Two or More			62% - OUHSD 40% - English Learner's 69% - African American 39% - American Indian/Alaskan Native 84% - Asian DND - Filipino 57% - Hispanic DND - Native Hawaiian/Pacific Islander 62% - White 55% - Two or More	
3.6	% of Students Prepared for College by the EAP - Math (11th grade CAASPP 3 or higher) (Priority 4)	2022-23 DATA 16% - OUHSD 0.0% - English Learner's 0.0% - African American 14% - American Indian/Alaskan Native 22% - Asian			31% - OUHSD 15% - English Learner's 15% - African American 29% - American Indian/Alaskan Native 37% - Asian	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DND - Filipino 13% - Hispanic DND - Native Hawaiian/Pacific Islander 15% - White 18% - Two or More			DND - Filipino 28% - Hispanic DND - Native Hawaiian/Pacific Islander 30% - White 33% - Two or More	
3.7	% of Students Prepared for College - Science (11th grade CAST 3 or higher) (Priority 8)	2022-23 DATA 22% - OUHSD 0.0% - English Learner's 0.0% - African American 15% - American Indian/Alaskan Native 36% - Asian DND - Filipino 14% - Hispanic DND - Native Hawaiian/Pacific Islander 24% - White 20% - Two or More			37% - OUHSD 15% - English Learner's 15% - African American 30% - American Indian/Alaskan Native 51% - Asian DND - Filipino 29% - Hispanic DND - Native Hawaiian/Pacific Islander 39% - White 35% - Two or More	
3.8	Number of CTE Pathways and AP Courses offered (Priority 7)	2023-24 DATA 8 AP Courses - LPHS 10 AP Courses - OHS 7 CTE Pathways - LPHS 5 CTE Pathways - OHS			10 AP Courses - LPHS 10 AP Courses - OHS 10 CTE Pathways - LPHS 8 CTE Pathways - OHS	
3.9	Parent Square Engagement (Priority 3)	2023-24 DATA LP:			LP:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>190 Posts sent 1807 Direct Messages sent 38.8% (961 out of 2474 users) Engagement with communications 16% of parents with app and receiving notifications</p> <p>OHS: 97 Posts sent 1525 Direct Messages sent 41.8% (660 out of 1578 users) Engagement with communications 11% of parents with app and receiving notifications</p> <p>PHS: 37 Posts sent 38 Direct Messages sent 29.5% (57 out of 193 users) Engagement with communications 8% of parents with app and receiving notifications</p>			<p>> 50% Engagement with communications > 25% of parents with app and receiving notifications</p> <p>OHS: > 50% Engagement with communications > 20% of parents with app and receiving notifications</p> <p>PHS: > 50% Engagement with communications > 20% of parents with app and receiving notifications</p>	

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	Collaborate with Butte College	OUHSD is collaborating with Butte College to expand educational opportunities for students through concurrent and dual enrollment classes, as well as the College Connection Program. Concurrent and dual enrollment classes provide high school students with the chance to earn college credits while still enrolled in high school. By participating in these courses, students can get a head start on their college education, explore new academic interests, and challenge themselves with rigorous coursework. The College Connection program offers OUHSD students an unparalleled opportunity to fulfill their high school graduation requirements while immersing themselves in a full-time academic experience at Butte College during their senior year.	\$0.00	No
3.2	Provide High Quality CTE Courses	OUHSD is dedicated to equipping students with practical skills and valuable career pathways through our Career and Technical Education	\$1,754,118.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(CTE) programs, which are available at all schools within our district. Through hands-on learning experiences, industry-standard equipment, and partnerships with local businesses and organizations, students in our CTE programs gain real-world insights and practical skills that are directly applicable to their future careers. Whether it's through internships, job shadowing opportunities, or industry certifications, students have the chance to develop a competitive edge and stand out in today's dynamic job market. Moreover, our CTE pathways are designed to provide seamless transitions from high school to post-secondary education or the workforce. By aligning curriculum with industry standards and incorporating work-based learning experiences, students can make informed decisions about their future education and career pathways, ensuring they are well-prepared to pursue their goals upon graduation.</p>		
3.3	College Connection Program	<p>OUHSD, in collaboration with Butte College, will offer the College Connection Program tailored for seniors seeking to enrich their final year of high school by attending Butte College. Through this program, students have the opportunity to earn up to 11 credits per semester, accelerating their progress towards an AA/AS degree or transfer credits.</p>	\$190,162.00	Yes
3.4	Counseling Staff	<p>The counseling team, alongside dedicated counseling office staff, will play a pivotal role in guiding students towards college and career readiness. They will provide personalized support in crafting comprehensive four-year plans tailored to each student's unique aspirations and academic trajectory. Additionally, they will offer targeted interventions as part of the school's CR-PBIS program, ensuring that students receive the necessary assistance to thrive academically, socially, and emotionally.</p>	\$1,432,842.00	Yes
3.5	College/Career Guidance Technician	<p>This role will serve as a vital resource within comprehensive high schools, focusing on bolstering college and career readiness for students and families. Responsibilities include guiding students and parents through the college application process, facilitating FAFSA applications, disseminating scholarship opportunities, and providing hands-on support to students throughout the application process. Additionally, this position will collaborate closely with the counseling department to ensure that students</p>	\$163,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and families receive comprehensive and timely assistance, fostering a supportive environment conducive to academic and personal success.		
3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	OUHSD will allocate additional funds to support Career and Technical Education as well as Visual and Performing Arts sections, facilitating access to materials, field trips, and professional development opportunities.	\$53,500.00	Yes
3.7	Parent and Family Engagement and Parent Square Utilization	OUHSD is committed to enhancing parent communication through various channels, including social media platforms, the district website, and informative bulletins and newsletters. OUHSD is dedicated to ensuring effective communication with parents by endeavoring to provide information in their native language whenever feasible. OUHSD will use Parent Square as a way to communicate with parents. ParentSquare is a comprehensive communication platform designed to facilitate effective communication between schools and parents. It provides a centralized hub for sharing important information, announcements, event details, and updates regarding students' academic progress and school activities. ParentSquare offers various communication channels, including emails, text messages, voice calls, and instant messaging, allowing schools to reach parents through their preferred method of communication.	\$117,877.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>By the end of each academic year from 2024/2025 through 2026/2027, Prospect High School and Community Day School will demonstrate an annual increases of 4.5% for all students, 4.5% for Socioeconomically Disadvantaged students, and 5.6% for White students in graduation rates.</p> <p>By the end of each school year from 2024-25 to 2026-27, Prospect High School and Community Day School will demonstrate a 9% annual increase in the percentage of students rating "Prepared" on the College and Career Indicator. This includes both Socioeconomically Disadvantaged Students and White Students.</p>	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.

At Prospect High School (PHS), only 1.1% of students received a "Prepared" rating on the California Dashboard's College and Career Indicator. This statistic is mirrored in the data for both Socioeconomically Disadvantaged (SED) students and White students, with only 1.1% and 2.2% respectively being rated as "Prepared". Additionally, PHS has a graduation rate of 63.5%, significantly below the district average. Notably, SED students had a graduation rate of 63.4% and White students had a graduation rate of 57.1%, marking one of the lowest rates in the district.

Similarly, Community Day School (CDS) exhibits comparable trends. However, due to privacy concerns stemming from a small sample size, CDS data will not be publicly displayed.

Both PHS and CDS serve our most vulnerable populations. These students often arrive credit deficient and require an alternative education setting for success. Despite these challenges, PHS and CDS maintain the lowest teacher/student ratios in the district, fostering an optimal learning environment for all students.

Given the concerning performance indicators regarding graduation rates and the College and Career Indicator, the Oroville Union High School District (OUHSD) is committed to enhancing services and bolstering support for student needs.

Throughout the educational partner engagement process involving staff, students, and parents, the identified needs were reaffirmed. Students and parents expressed a desire for increased access to post-secondary skills, aiming to bolster students' confidence in transitioning

to either higher education or the workforce. Moreover, all stakeholders conveyed concerns regarding the schools' graduation rates, emphasizing the importance of prioritizing efforts to enhance these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2022-23 DATA 63.5% - PHS DND - English Learner's DND - Foster Youth 66.7% - Homeless 64.3% - Socioeconomically Disadvantage 64.3% - SWD DND - African American 71.4% - American Indian/Alaskan Native DND - Asian DND - Filipino 73.9% - Hispanic 57.1% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.			77.0% - PHS DND - English Learner's DND - Foster Youth 80.2% - Homeless 77.8% - Socioeconomically Disadvantage 77.8% - SWD DND - African American 84.9% - American Indian/Alaskan Native DND - Asian DND - Filipino 87.4% - Hispanic 73.9% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	
4.2	College and Career Indicator	2022-23 DATA 1.1% - PHS DND - English Learner's DND - Foster Youth 3.4% - Homeless 1.1% - Socioeconomically Disadvantage 0.0% - SWD DND - African American 0.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 0.0% - Hispanic 2.2% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation			28.1% - PHS DND - English Learner's DND - Foster Youth 30.4% - Homeless 28.1% - Socioeconomically Disadvantage 27.0% - SWD DND - African American 27.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 27.0% - Hispanic 29.2% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		out of respect for privacy concerns.			Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	

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	Extended Instructional Hours to	Extending instructional hours at PHS from 15 hours per week to 30 hours per week offers students a significant increase in opportunities to earn	\$681,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
	30/week at Prospect High School.	credits and graduate punctually. Moreover, this adjustment provides students with expanded access to complete Career and Technical Education (CTE) electives and other valuable college and career preparation programs.		
4.2	Academic Focused Professional Learning Team	OUHSD is committed to assisting Prospect High School (PHS) and Community Day School (CDS) in establishing an Academic-focused Professional Learning Team (PLT) initiative. This support entails offering coaching and targeted professional development opportunities to empower PHS/CDS educators in enhancing their instructional practices and fostering a culture of academic excellence. Through this initiative, PLT teams will convene on a weekly basis to analyze student academic data collected from the previous week. This data-driven approach enables educators to identify specific student needs and challenges, allowing for the development of tailored instructional strategies and interventions. By collaboratively discussing and evaluating student progress, PLT members will determine the most effective supports and initiatives to implement in the upcoming week, ensuring a proactive and responsive approach to addressing student needs.	\$0.00	No
4.3	Work Experience Education	OUHSD is dedicated to assisting Prospect High School in the successful implementation of the Work Experience Education (WEE) program, a valuable initiative designed to provide students with practical work experience while earning elective credits towards graduation. To ensure the effectiveness and sustainability of the program, the district will allocate resources to fund a .2 Full-Time Equivalent (FTE) Teacher on Special Assignment (TOSA) position. This TOSA will play a pivotal role in coordinating the WEE program and delivering the essential classroom instruction components. Additionally, as the program expands and evolves, the district remains open to the possibility of further support, potentially including additional clerical assistance to facilitate program management and growth. Through these efforts, OUHSD aims to create enriching opportunities for students to gain real-world experience and academic credit, thereby enhancing their readiness for post-secondary education and the workforce.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Expand CTE Offerings	OUHSD will aid Prospect High School in acquiring and integrating Construction Career Labs from Paxton Patterson, offering students immersive career exploration across multiple construction sectors like framing, concrete, HVAC, plumbing, drywall, blueprint reading, and occupational health and safety. Moreover, OUHSD will provide targeted professional development for CTE teachers to ensure the effective implementation of these labs. PHS will develop new elective courses that strategically combine these labs, broadening students' exposure to various career paths within the construction industry and provide new and additional elective options for students. OUHSD and PHS will also explore the possibility of creating a CTE pathway.	\$92,407.00	No
4.5	Expand College and Career Exploration	OUHSD will collaborate with Prospect High School and Community Day School to acquire and integrate College and Career Ready labs developed by Paxton Patterson. These labs offer dynamic career exploration opportunities, engaging students in authentic problem-based learning experiences to help them discover their interests and aptitudes. Emphasizing a STEM focus, the labs also integrate writing, math, and other essential skills to reinforce student learning in core subjects. Given the mobility of these labs, they can be shared between PHS and CDS, maximizing resource utilization. Furthermore, OUHSD will facilitate professional development sessions for teachers to ensure effective implementation of these labs, fostering enriched learning experiences for all students.	\$0.00	No
4.6	Additional Teacher	OUHSD is allocating funds to create an extra teaching position at Prospect High School, enriching students' academic journeys with expanded opportunities to earn both academic and elective credits.	\$106,929.00	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
\$8,506,477	\$995,258

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
32.641%	0.000%	\$0.00	32.641%

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
1.8	<p>Action: Facilities Inspection and Maintenance and Additional Custodial Staff</p> <p>Need: In response to feedback gathered from student, staff, and parent surveys, stakeholders have highlighted specific areas on school campuses that they believe require improvement in cleanliness and maintenance. These areas primarily include bathrooms,</p>	Hiring additional custodians directly addresses the identified need for improved cleanliness and maintenance in specific areas of school campuses. With more custodial staff members, we can allocate resources to focus on cleaning bathrooms, common areas, and other locations highlighted by stakeholders. This increased manpower enables us to enhance the frequency and thoroughness of cleaning routines, ensuring that these areas are consistently maintained to a high standard of cleanliness. As a result, students,	Feedback from student, staff, and parent surveys, CDE Facility Inspection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>common areas, and various other locations throughout the campus. Providing safe, clean, and well maintained campuses promotes school connectedness especially in student populations that have experienced trauma or are Homeless, in foster care, or are socioeconomically disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>staff, and parents can experience cleaner and more hygienic environments conducive to learning and well-being.</p>	
<p>1.9</p>	<p>Action: 1:1 Device for Meaningful Engagement and Network Maintenance</p> <p>Need: Based on comprehensive staff feedback obtained through surveys and analysis of student access to pertinent and meaningful content aligned with standards-based curriculum, it has become apparent that while these efforts will benefit all students, specific groups such as English Learner (EL), Long-Term English Learner (LTEL), Foster Youth (FY), and Low-Income (LI) students require heightened access to online resources that establish connections to real-life contexts. These students particularly benefit from supplementary support through computer-assisted instruction and access to educational materials that cultivate a stronger sense of efficacy and motivation.</p> <p>Scope:</p>	<p>To address this imperative, we are fully dedicated to equipping these students with updated technology devices, providing them with access to a diverse range of online resources and interactive mediums that actively engage them in their learning journey. By ensuring the availability of these devices, every student within OUHSD, particularly those who are unduplicated, will benefit from enhanced access to curriculum and resources meticulously aligned with academic standards. Consequently, teachers will be empowered to deliver instruction that is not only more engaging but also more relevant to students' needs and interests. As a result of these concerted efforts, teachers anticipate witnessing notable academic progress across all student demographics, with a particularly pronounced impact on unduplicated student populations compared to their peers. This anticipated progress stands to foster heightened levels of success and advancement for all students within our district.</p>	<p>Surveys (Teachers & Students), Formative and Summative Assessment Data, CAASPP Performance Levels.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	<p>Action: Professional Development for All Staff</p> <p>Need: Following comprehensive data analysis and feedback from stakeholders including staff, students, and parents, it's evident that OUHSD requires improvement across all academic domains. The district's performance falls below the state average in English, Math, Science, and English Learner progress toward English proficiency. This discrepancy is particularly pronounced among our unduplicated populations (EL, Foster Youth, SED) and across minority ethnic subgroups (Hispanic, African American, American Indian). Of notable concern is the academic performance of Students with Disabilities, who are achieving significantly below state averages. Consequently, there is a pressing need to prioritize support and intervention strategies tailored to this student demographic.</p> <p>The CAASPP ELA assessment revealed concerning scores, indicating a 'Red or Very Low' performance level among various student groups, both districtwide and at specific school sites. These groups include English Learners, Homeless students, Students with Disabilities, as well as Socioeconomically Disadvantaged students at Oroville High School and Hispanic students at both district and Oroville High School levels. Similarly, in Math, the assessment identified persistent challenges</p>	<p>Recognizing the challenges outlined, OUHSD is dedicated to implementing precise initiatives designed to tackle academic disparities and promote equitable outcomes for all students. By fostering collaboration, implementing evidence-based interventions, and offering targeted professional development, we aim to elevate academic achievement levels and close the achievement gap. Our goal is to provide every student with the support and resources they need to fulfill their academic potential and succeed in their educational journey. This action is implemented on an LEA-wide basis as all student populations are currently performing below standard and require support. By focusing professional development efforts on all teachers, we can maximize our impact and ensure the highest return on our investment.</p>	<p>CAASPP Performance Level, PBIS Fidelity Implementation Tool Reports, ELPAC Achievement Data, EL Reclassification data, Content Formative and Summative assessment data, PLT artifacts and data cycle records</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>with 'Red or Very Low' scores across the district and at specific sites. Specifically, Socioeconomically Disadvantaged students (both districtwide and at Oroville High School), Students with Disabilities (both districtwide and at LPHS), White students (Oroville High School), and Hispanic students (both districtwide and at Oroville High School) demonstrated areas of concern warranting targeted interventions and support. Graduation Rate data highlights the urgent need for tailored support for specific student populations within OUHSD, as indicated by their 'Red or Very Low' performance on the Dashboard Indicator. These groups include Students with Disabilities (both districtwide and at LPHS), White students (both districtwide and at PHS), and Socioeconomically Disadvantaged students at PHS. Addressing the unique challenges faced by these students is essential to ensure equitable opportunities for academic success and graduation.</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support</p> <p>Need: Currently, OUHSD lacks a comprehensive system for collecting benchmark and other</p>	<p>The NWEA MAP assessment offers comprehensive diagnostic insights into student performance across various subjects, enabling educators to pinpoint both strengths and areas for improvement. Beyond mere assessment, it tracks student growth towards standards mastery, providing a vital gauge of the efficacy of instructional interventions. Educators leverage this</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>data to inform Professional Learning Teams (PLTs). This data collection has been limited to formative and summative assessments. However, given the performance levels on CAASPP assessments and other Dashboard indicators, it is evident that OUHSD requires a more robust system for analyzing student needs. This enhancement will enable us to better tailor instructional practices to meet the diverse needs of our students effectively. The ability to identify student learning gaps, especially among low-income, foster youth, and English learner (EL) students, is crucial for addressing their unique educational needs. Research indicates that these groups are particularly vulnerable to learning gaps due to factors such as high mobility rates caused by housing instability and frequent moves. Low-income families often struggle to provide basic educational resources, such as books and access to technology. Additionally, both low-income students and foster youth are more likely to experience adverse childhood experiences that can impact brain development and emotional regulation, making it more difficult for them to learn. English learner students face additional challenges, such as language barriers and limited access to language support services, which can impede their academic progress. By implementing a comprehensive system for collecting learning data, OUHSD can effectively provide targeted academic interventions and address critical learning gaps for low-income, foster youth, and English learner students. This system will enable the</p>	<p>rich data to refine instructional planning, target specific skills or standards, and tailor learning experiences to meet the unique needs of every student. Moreover, the assessment plays a crucial role in ensuring equitable access to high-quality education by identifying and addressing learning gaps. Given the universal need for academic improvement across all student populations, the implementation of the NWEA MAP assessment is being extended district-wide. This inclusive approach aims to benefit all students, particularly those in underserved or vulnerable student groups.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>district to tailor educational strategies to meet the specific needs of EL students, including enhanced language instruction and support, ultimately leading to improved academic outcomes for all students.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Maintain and Expand Library Services</p> <p>Need: Student feedback underscores the critical need for extended access to the school library before and after school hours. They emphasize the importance of having a quiet, conducive environment for completing homework assignments, accessing technology and the internet, and utilizing the diverse resources available in the library. This need arises from various factors, including inadequate internet access at home and disruptive home environments that hinder effective studying. Additionally, students highlighted their limited ability to access the public library for borrowing books or other materials, underscoring the school library's significance as a primary source of educational resources. This is particularly important for students facing barriers to accessing external facilities and basic educational resources. Research indicates that low-income, foster youth, and English learner (EL) students are particularly vulnerable to learning gaps due to factors such</p>	<p>Extended library services offer students invaluable opportunities to enrich their academic experience and foster a love for learning. By extending library hours, students gain access to a wealth of resources and materials to support their academic pursuits. They can explore supplementary materials for research projects, access textbooks, reference materials, and engage in independent study or leisure reading. Moreover, extended library hours provide students with a tranquil and supportive environment conducive to academic success. Students can utilize this time to complete homework assignments, study for exams, or collaborate on group projects in a distraction-free setting. Librarians are available to offer guidance and support as needed, further enhancing students' academic endeavors. Additionally, extended library services promote literacy development by encouraging students to explore a diverse range of literature for pleasure reading. Immersing themselves in reading enhances literacy skills and nurtures a lifelong passion for learning. Furthermore, extended library services ensure equitable access to technology, providing students with essential tools for research, accessing online learning platforms, and utilizing educational</p>	<p>Library Utilization Records, Measure the Frequency and Diversity of resources accessed, Student Feedback Surveys</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>as high mobility rates caused by housing instability and frequent moves. Low-income families often struggle to provide basic educational resources, such as books and access to technology. Additionally, both low-income students and foster youth are more likely to experience adverse childhood experiences that can impact brain development and emotional regulation, making it more difficult for them to learn. EL students face additional challenges, such as language barriers and limited access to language support services, which can impede their academic progress. Expanding library access will provide students with greater opportunities to obtain essential learning resources and benefit from a supportive, conducive learning environment, helping to address these learning gaps and support academic success.</p> <p>Scope: Schoolwide</p>	<p>resources beyond regular school hours. In essence, extended library services play a crucial role in supporting students' academic growth, fostering a love for reading, and ensuring access to resources and technology essential for their educational journey.</p>	
<p>1.16</p>	<p>Action: Standards Based Curriculum and Sufficient Instructional Materials</p> <p>Need: On average, student performance on the CAASPP assessments reveals that achievement in Math and English falls below the established standard, indicating areas where improvement is needed to meet proficiency benchmarks. Additionally, our district's graduation rates and College and</p>	<p>Standards-based curriculum plays a pivotal role in promoting student achievement by providing clear expectations and goals for learning. Here are several reasons why standards-based curriculum is important in supporting student achievement: 1 - Clarity and Focus: Standards outline specific learning objectives and skills that students are expected to master at each grade level. This clarity helps educators and students understand what is expected and stay focused on essential content and skills.</p>	<p>California Schools Dashboard Indicator Data, CAASPP Data, Feedback from student and staff surveys, Formative and Summative assessment data, PLT artifacts and PDSA data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Career Indicator scores lag behind those of the state averages, signaling challenges in adequately preparing students for post-secondary success. This trend is particularly pronounced among several student subgroup populations within our district, including English Learners, Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged students, and Homeless students. These groups face unique barriers to academic achievement, often stemming from factors such as language barriers, limited access to resources, and unstable living situations. As a result, they may require targeted support and interventions to address their specific needs and narrow the achievement gap. Efforts to improve outcomes for these student subgroups are essential for promoting equity and ensuring that all students have equal opportunities to succeed academically and beyond.</p> <p>Scope: LEA-wide</p>	<p>2 - Consistency: Standards ensure consistency in education across schools, districts, and states. Regardless of where a student attends school, they have access to a consistent set of learning expectations, which helps maintain academic continuity and equity.</p> <p>3 - Accountability: Standards provide a framework for assessing student progress and holding schools and educators accountable for student learning outcomes. By aligning instruction with established standards, educators can measure student achievement and identify areas for improvement.</p> <p>4 - High Expectations: Standards-based curriculum sets high expectations for all students, regardless of background or circumstances. This helps promote equity by challenging all students to reach their full potential and providing the support needed to succeed.</p> <p>5 - Vertical Alignment: Standards are often designed to build upon one another in a coherent progression from one grade level to the next. This vertical alignment ensures that students develop foundational knowledge and skills systematically, leading to deeper understanding and mastery over time.</p> <p>6 - Differentiation: Standards-based curriculum allows for differentiation to meet the diverse needs of students. Educators can adapt instruction to address individual learning styles, interests, and abilities while still working towards the same overarching standards.</p> <p>7 - College and Career Readiness: Standards-based curriculum is often aligned with college and career readiness benchmarks, preparing students with the knowledge and skills needed for success</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>beyond high school. By focusing on essential content and skills, standards-based education helps students develop the competencies necessary for post-secondary education and the workforce.</p> <p>In summary, standards-based curriculum provides a roadmap for student learning, ensures consistency and accountability, sets high expectations, promotes equity, supports vertical alignment, allows for differentiation, and prepares students for college and career success. These factors collectively contribute to improved student achievement and academic outcomes.</p>	
<p>1.17</p>	<p>Action: Credit Recovery and Summer School</p> <p>Need: The district's overall graduation rate stands at 83.1%, reflecting the culmination of students' educational journeys and their successful completion of high school. However, within this statistic lie disparities that warrant attention and targeted intervention. Notably, Foster Youth face considerable challenges, with a districtwide graduation rate of only 54.5%. Similarly, Students with Disabilities experience barriers to graduation, evidenced by a graduation rate of 65.3%. These disparities are indicative of the complex issues that these student subgroups encounter throughout their educational paths. Many factors contribute to these lower graduation rates, including but not limited to, academic challenges, socio-economic barriers, disruptions in schooling, and individualized learning needs. One</p>	<p>Providing credit recovery options can significantly contribute to an increased graduation rate in high school by addressing various barriers that may prevent students from graduating on time. Here's how:</p> <p>1 - Second Chance for Success: Credit recovery options offer students a second chance to regain credits for courses they may have failed or fallen behind in. By providing opportunities to retake classes or complete missed assignments, students can rectify academic setbacks and stay on track for graduation.</p> <p>2 - Flexible Learning Opportunities: Credit recovery programs often offer flexible learning formats, such as online courses, evening classes, or independent study options. This flexibility accommodates diverse student needs, allowing them to balance school with other responsibilities such as work or family obligations.</p> <p>3 - Individualized Support: Credit recovery programs typically provide individualized support tailored to each student's specific learning needs.</p>	<p>Dashboard - Graduation Rate, Report of Credits recovered versus credit lost, Report on number of students taking advantage of opportunities</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>significant contributing factor to the lower graduation rates is the loss of credit for various reasons. This loss of credit can stem from a multitude of issues, such as frequent school transfers, extended absences due to health or personal reasons, challenges in accessing academic support, and struggles in meeting graduation requirements. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process.</p> <p>Scope: LEA-wide</p>	<p>This personalized approach may include targeted instruction, additional tutoring, or accommodations to address learning challenges and ensure student success.</p> <p>4 - Prevention of Dropout: Offering credit recovery options can help prevent students from dropping out of high school due to academic struggles or falling behind in credits. By providing a pathway for students to recover lost credits and stay engaged in their education, credit recovery programs can increase the likelihood of students persisting through graduation.</p> <p>5 - Increased Motivation and Engagement: Knowing that they have an opportunity to recover credits and graduate on time can motivate students to stay engaged in their studies and strive for academic success. The availability of credit recovery options can instill hope and confidence in students, encouraging them to persevere despite challenges.</p> <p>6 - Alignment with Graduation Goals: Credit recovery options align with the district's goal of increasing graduation rates by providing targeted support to students who may be at risk of not graduating. By addressing credit deficiencies early and providing timely interventions, credit recovery programs contribute to achieving higher graduation rates across the district.</p> <p>Overall, providing credit recovery options not only supports individual student success but also contributes to the overall improvement of graduation rates in high school by addressing barriers to completion and ensuring that all students have the opportunity to earn their diploma.</p>	

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1.18	<p>Action: Maintain Current Center For Independent Study Program</p> <p>Need: In recent years, the students and families residing within OUHSD boundaries have faced significant challenges stemming from natural disasters, including wildfires. Moreover, the Oroville community contends with pervasive issues such as poverty, violent crime, and substance abuse, all of which can profoundly impact student well-being and academic success. Nearly 5% of our student population experiences homelessness, while over 75% are classified as socioeconomically disadvantaged. Additionally, a considerable portion of our students are identified as Foster Youth. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process. Because of these realities, there is a clear need within OUHSD to address the challenges faced by students who struggle in traditional classroom settings. These challenges may stem from a variety of factors induced by the realities above, including anxiety, medical conditions, and social or emotional challenges. Additionally, we have students who have fallen behind academically due to various circumstances. In many cases, family challenges create barriers to student learning in a traditional classroom environment. It is imperative that we provide support and</p>	<p>Students may opt for independent study schools for a multitude of reasons:</p> <p>1 - Flexibility: Independent study provides students with the flexibility to balance their education with other commitments such as work, athletics, or family responsibilities.</p> <p>2 - Personalized Learning: These schools offer personalized learning plans tailored to individual student needs, allowing them to progress at their own pace and focus on areas of interest or academic challenge.</p> <p>3 - Alternative Learning Environments: Some students thrive in non-traditional learning environments that offer diverse instructional methods, including online courses, project-based learning, and experiential learning opportunities.</p> <p>4 - Academic Support: Independent study programs often provide additional academic support and one-on-one instruction for students who may struggle in traditional classroom settings.</p> <p>5 - Special Circumstances: Students with medical conditions, social or emotional challenges, or other special circumstances may benefit from the flexibility and individualized support provided by independent study schools.</p> <p>6 - Credit Recovery: Independent study schools offer credit recovery options for students who need to make up coursework or credits to stay on track for graduation.</p> <p>7 - Career or College Preparation: Some students choose independent study to pursue career or college preparatory pathways, such as vocational training, early college courses, or internships, that align with their future goals.</p> <p>In summary, independent study schools cater to diverse student needs and interests, offering a</p>	<p>CIS Enrollment Reports, Students on Track to Graduate Reports, Credits Completed, Graduation Rate, Student surveys</p>

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	<p>alternative learning options to ensure that all students have the opportunity to succeed academically and overcome these obstacles.</p> <p>Scope: LEA-wide</p>	<p>flexible and personalized learning environment that fosters academic success and supports students in achieving their individual goals.</p>	
<p>1.19</p>	<p>Action: Independent Study PE</p> <p>Need: Due to the structure of the six-period day and the state mandate for two years of PE credit as a graduation requirement, EL students often find their schedules constrained, particularly when it comes to fitting in additional elective or Career Technical Education (CTE) courses. This challenge is particularly pronounced for Freshmen and Sophomores, who have fewer opportunities to customize their schedules due to core curriculum requirements and limited elective options. This action will be implemented districtwide but is rooted in the specific need of EL students.</p> <p>Scope: LEA-wide</p>	<p>This initiative creates opportunities for students to expand their course selections, thereby facilitating progress towards meeting graduation requirements and advancing towards fulfilling A-G requirements. For this reason this will be offered LEA wide.</p>	<p>Student Enrollment, A-G completion rates, Independent Study PE Enrollment data</p>
<p>1.20</p>	<p>Action: Increase staffing to offer students direct support</p> <p>Need:</p>	<p>Having co-teachers in core classes offers numerous benefits to all students, particularly those with special education (SPED) needs, low-income students, foster youth, and English learner (EL) students:</p>	<p>Graduation Rate (Student with Disabilities and Overall), Suspension Rate (Student with Disabilities and Overall), CAASPP Data for ELA and Math for</p>

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	<p>Our Students with Disabilities are lagging behind their peers in ELA and Math achievement, as evidenced by their "Red or Very Low" ratings on the Dashboard in both subjects, as well as in graduation rates. Low income students, Foster Youth, and EL students are also struggling in similar areas. To address these gaps, the district is implementing co-teaching models in core classes. Co-taught classes offer significant benefits to low-income, foster youth, English learner (EL) students, and students with disabilities by addressing their unique educational challenges. Research indicates that these students often face barriers such as inadequate access to educational resources, high mobility rates, and emotional and behavioral challenges stemming from adverse childhood experiences. Students with disabilities additionally require specialized instructional strategies and support services to succeed academically. English learner (EL) students have distinct learning needs that require targeted instructional strategies to ensure their academic success. These students often face language barriers that impede their ability to fully understand and engage with the curriculum. Consequently, they need explicit language instruction integrated with content learning to build their proficiency in English while simultaneously acquiring subject knowledge. Additionally, CR-PBIS strategies and restorative practices are being employed to reduce suspensions. However, for these initiatives to be fully effective, the addition of another Assistant</p>	<p>1 - Increased Individualized Support: Co-teachers can provide individualized support to students with SPED needs, low-income students, foster youth, and EL students within the general education classroom. This ensures that the unique learning needs of each student are addressed alongside their peers, providing additional support tailored to their specific challenges.</p> <p>2 - Differentiated Instruction: Co-teachers collaborate to design and deliver instruction that is differentiated to meet the diverse needs of all students. This includes varying instructional strategies, accommodations, and modifications to support SPED students, low-income students, foster youth, and EL students, ensuring that each student receives appropriate support for their learning needs.</p> <p>3 - Access to Content: Co-teachers help improve access to grade-level content and curriculum for all students, including those with SPED needs, low-income backgrounds, foster youth status, and EL status. They adapt instruction and provide additional support to help these students comprehend and engage with the material effectively.</p> <p>4 - Social and Emotional Support: Co-teachers facilitate peer interactions and provide social and emotional support within the general education setting. This promotes inclusion and fosters a sense of belonging for SPED students, low-income students, foster youth, and EL students, addressing their unique social and emotional needs.</p> <p>5 - Improved Behavior Management: Co-teachers assist with behavior management strategies, helping to create a positive and inclusive</p>	<p>Students with Disabilities and overall, Office Discipline Referral Data, student and teacher surveys</p>

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	<p>Principal at both OHS and LPHS is necessary to ensure their successful implementation and fidelity.</p> <p>Scope: LEA-wide</p>	<p>classroom environment where all students, including those with SPED needs, low-income backgrounds, foster youth status, and EL status, can thrive academically and socially.</p> <p>6 - Enhanced Collaboration: Co-teachers collaborate closely with special education case managers, support staff, and other educators to monitor students' progress, identify areas of need, and implement individualized interventions as necessary. This collaborative approach ensures that the specific needs of SPED students, low-income students, foster youth, and EL students are addressed effectively.</p> <p>Having additional assistant principals is instrumental in effectively implementing CR-PBIS (Culturally Responsive - Positive Behavioral Interventions and Supports) and restorative practices in schools for several reasons:</p> <p>1 - Leadership and Oversight: Additional assistant principals provide crucial leadership and oversight for the implementation of CR-PBIS and restorative practices. They can oversee the planning, implementation, and evaluation of these initiatives, ensuring they are aligned with the school's goals and priorities.</p> <p>2 - Capacity Building: Assistant principals can build capacity among staff members by providing training, resources, and ongoing support for implementing CR-PBIS and restorative practices effectively. This includes facilitating professional development workshops, coaching sessions, and collaborative planning meetings.</p> <p>3 - Data Analysis and Monitoring: Assistant principals play a key role in collecting, analyzing, and monitoring data related to behavior incidents,</p>	

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		<p>discipline referrals, and the effectiveness of CR-PBIS and restorative practices. They can use this data to make informed decisions, identify trends, and adjust strategies as needed to improve outcomes.</p> <p>4 - Support for Staff: Assistant principals can provide support and guidance to teachers and staff members as they implement CR-PBIS and restorative practices in their classrooms and across the school. This may involve modeling effective practices, providing feedback, and troubleshooting challenges as they arise.</p> <p>5 - Community and Stakeholder Engagement: Assistant principals can engage with parents, students, and community stakeholders to build understanding and support for CR-PBIS and restorative practices. They can communicate the benefits of these approaches, address concerns, and solicit feedback to ensure they are responsive to the needs of all stakeholders.</p> <p>6 - Coordination and Collaboration: Assistant principals can facilitate collaboration and coordination among various stakeholders involved in implementing CR-PBIS and restorative practices, including teachers, support staff, administrators, and community partners. This collaborative approach helps ensure a cohesive and integrated approach to promoting positive behavior and resolving conflicts.</p>	
1.21	<p>Action: Maintain the Operation of Community Day School (CDS)</p> <p>Need:</p>	<p>A Community Day School (CDS) is needed in California to address the diverse needs of students who require alternative educational placements due to various factors. Here are several reasons why CDS is essential:</p>	<p>Enrollment Reports from CDS, Expulsion Rate</p>

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	<p>OUHSD has students that face behavioral challenges that impede their learning and disrupt the educational environment in traditional schools. This is predominately seen in our students that are Socioeconomically Disadvantaged, Homeless, or in Foster Care. California education law mandates that expelled students must receive educational services. We also have students who need a bridge to reintegrate back to home schools after spending time incarcerated.</p> <p>Scope: LEA-wide</p>	<p>1 - Behavioral Challenges: Some students face behavioral challenges that impede their learning and disrupt the educational environment in traditional schools. CDS provides a structured and supportive environment where these students can receive specialized interventions and behavioral supports tailored to their needs.</p> <p>2 - Expulsion: Students who are expelled from their home schools still have a right to education. CDS offers a placement option for these students to continue their education while addressing the issues that led to their disciplinary actions.</p> <p>3 - Individualized Support: CDS can provide individualized support and interventions to address the academic, social, emotional, and behavioral needs of students. This may include smaller class sizes, targeted interventions, counseling services, and opportunities for academic acceleration or credit recovery.</p> <p>4 - Safe and Supportive Environment: For some students, traditional school settings may not be conducive to their well-being or academic success. CDS offers a safe and supportive environment where students can receive the necessary supports to thrive academically and emotionally.</p> <p>5 - Reintegration: CDS serves as a bridge for students to reintegrate back into their home schools or transition to other educational settings. Through targeted interventions and support services, students can develop the skills and strategies needed to successfully transition back to a mainstream educational environment.</p> <p>6 - Legal Compliance: California education law mandates that expelled or suspended students must receive educational services. CDS ensures compliance with these legal requirements by</p>	

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		offering an educational placement option for students facing disciplinary actions.	
2.5	<p>Action: Social Emotional Learning</p> <p>Need: In recent years, the students and families residing within OUHSD boundaries have faced significant challenges stemming from natural disasters, including wildfires. Moreover, the Oroville community contends with pervasive issues such as poverty, violent crime, and substance abuse, all of which can profoundly impact student well-being and academic success. Nearly 5% of our student population experiences homelessness, while over 75% are classified as socioeconomically disadvantaged. Additionally, a considerable portion of our students are identified as Foster Youth. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process.</p> <p>Scope: LEA-wide</p>	<p>Character Strong provides comprehensive social-emotional learning (SEL) curriculum and resources designed to address the diverse needs of students facing significant challenges such as those described within OUHSD boundaries. By integrating Character Strong into the educational framework, students are equipped with essential skills and competencies to navigate and overcome the obstacles they encounter due to natural disasters, poverty, violence, substance abuse, and homelessness. Through Character Strong's SEL curriculum, students learn vital social and emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills empower students to cope with trauma, manage stress, develop resilience, and cultivate positive relationships with peers and adults. Additionally, Character Strong emphasizes empathy, compassion, and inclusivity, fostering a supportive and inclusive school culture where all students feel valued and supported. Furthermore, Character Strong's focus on character development and ethical decision-making aligns with the broader goal of promoting positive behavior and academic success. By integrating SEL into the educational experience, Character Strong helps students build a strong foundation for lifelong success, despite the formidable challenges they may face in their communities. Overall, Character Strong serves as a vital tool in addressing the social-emotional needs of students within OUHSD boundaries,</p>	<p>Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate</p>

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		ultimately supporting their holistic well-being and academic achievement.	
2.7	<p>Action: Provide Facilities to the Boys and Girls Club of the North Valley</p> <p>Need: Based on comprehensive analysis of student achievement data, it is evident that the academic performance of all students, on average, falls below the state standards in both English Language Arts (ELA) and Mathematics assessments. This is particularly evident for our students who are Socioeconomically Disadvantaged. Furthermore, the district faces a significant challenge with chronic absenteeism, with the rate surpassing 25%. This persistent issue not only impacts academic progress but also indicates broader challenges related to student engagement and attendance. Moreover, the aftermath of the COVID-19 pandemic has exacerbated existing concerns, particularly in the realm of social-emotional well-being. Many students are grappling with heightened levels of anxiety, depression, and even suicidal ideations, reflecting the profound impact of prolonged disruptions to their education and social interactions. The transition back to in-person learning has posed additional challenges, as students navigate the complexities of re-engaging with peers and adapting to new learning environments.</p> <p>Scope:</p>	<p>The Boys and Girls Club plays a crucial role in addressing the multifaceted needs outlined in the student achievement data and the challenges exacerbated by the COVID-19 pandemic.</p> <p>1 - Academic Support: The club provides tutoring services and academic enrichment programs to help students improve their performance in English Language Arts and Mathematics. Through personalized assistance and targeted interventions, students receive the support they need to catch up on missed coursework and strengthen their academic skills.</p> <p>2 - Attendance and Engagement: By offering a range of engaging activities and programs, the Boys and Girls Club helps promote student attendance and participation. Through sports, arts and crafts, leadership development, and other enrichment activities, students find opportunities for social interaction and meaningful engagement, reducing chronic absenteeism and fostering a sense of belonging within the school community.</p> <p>3 - Social-Emotional Well-being: Recognizing the increased prevalence of anxiety, depression, and suicidal ideations among students, the Boys and Girls Club provides a supportive and inclusive environment where students can express themselves, build positive relationships, and access mental health resources. Trained staff members offer mentorship, guidance, and emotional support, helping students navigate the challenges of returning to in-person learning and managing their mental health concerns.</p> <p>In essence, the Boys and Girls Club serves as a vital partner in the district's efforts to address</p>	Fundamentals SEL Screener, Boys and Girls Club membership and access data, Chronic Absenteeism Rate, Attendance Rate, Suspension rate, student surveys

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	LEA-wide	academic achievement gaps, chronic absenteeism, and social-emotional well-being among students. By providing holistic support and opportunities for growth, the club empowers students to overcome challenges, thrive academically, and succeed in all aspects of their lives.	
2.8	<p>Action: Social, Emotional, and Health Supports</p> <p>Need: At OUHSD, we recognize the diverse spectrum of needs among our student body, spanning social-emotional concerns, medical requirements, individualized health plans, and challenges associated with learning disabilities. Within our district, nearly 17% of students are classified as Students with Disabilities, over 4% are identified as homeless, and close to 1% are Foster Youth. When compounded with the broader socioeconomic landscape, where more than 75% of our students experience economic disadvantage, it becomes evident that our student community faces a multitude of barriers that can significantly impact their educational journey. These barriers, whether rooted in personal circumstances or community-wide challenges, underscore the importance of our commitment to providing comprehensive support services tailored to the diverse needs of every student, ensuring equitable access to educational opportunities and fostering an environment conducive to holistic growth and academic success.</p>	<p>Having social workers, a school nurse, school psychologists, and speech therapists on staff at OUHSD is instrumental in addressing the diverse spectrum of needs among our student body:</p> <p>1 - Social Workers: Social workers play a crucial role in addressing social-emotional concerns by providing individual and group counseling, crisis intervention, and support for students dealing with various challenges such as trauma, family issues, or mental health disorders. They can also collaborate with families and community resources to ensure students have access to necessary support systems outside of school.</p> <p>2 - School Nurse: The school nurse is essential for addressing medical requirements and individualized health plans. They can administer medications, provide first aid, and manage chronic health conditions for students. Additionally, they contribute to health education initiatives within the school community and can identify health-related barriers to learning, advocating for necessary accommodations or interventions.</p> <p>3 - School Psychologists: School psychologists specialize in addressing challenges associated with learning disabilities and other academic or behavioral concerns. They conduct assessments to identify students' strengths and needs, develop individualized education plans (IEPs) or 504 plans,</p>	Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

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	<p>Scope: LEA-wide</p>	<p>and provide interventions and support to help students succeed academically and socially.</p> <p>4 - Speech Therapists: Speech therapists address communication disorders and related challenges that may impact students' academic performance and social interactions. They provide assessment, therapy, and interventions for speech, language, and swallowing disorders, helping students develop effective communication skills essential for academic success and social integration. By leveraging the expertise of these professionals, OUHSD can effectively support students with disabilities, those experiencing homelessness or foster care, and those facing socioeconomic disadvantages. Through a holistic approach to student support, including early intervention, personalized interventions, and collaboration with families and community resources, we can mitigate the barriers students face and create an inclusive educational environment conducive to their holistic growth and academic success districtwide.</p>	
<p>2.9</p>	<p>Action: Targeted Case Manager/Family Liaison</p> <p>Need: At OUHSD, we recognize the diverse spectrum of needs among our student body, spanning social-emotional concerns, medical requirements, and challenges associated with learning disabilities. Within our district, nearly 17% of students are classified as Students with Disabilities, over 4% are identified as homeless, and close to 1% are Foster Youth. When compounded with the broader</p>	<p>A targeted case manager (TCM) can address the diverse needs of students in several ways:</p> <p>1 - Instructional Support: TCMs can collaborate with teachers to identify instructional needs of students and develop tailored intervention plans to address academic challenges. They may provide resources, strategies, and support to both students and teachers to enhance learning outcomes.</p> <p>2 - Mental Health Support: TCMs are trained to recognize signs of mental health issues and can provide early intervention and referrals to appropriate resources such as school counselors, psychologists, or external mental health services.</p>	<p>Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate</p>

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	<p>socioeconomic landscape, where more than 75% of our students experience economic disadvantage, it becomes evident that our student community faces a multitude of barriers that can significantly impact their educational journey. These barriers, whether rooted in personal circumstances or community-wide challenges, underscore the importance of our commitment to providing comprehensive support services tailored to the diverse needs of every student, ensuring equitable access to educational opportunities and fostering an environment conducive to holistic growth and academic success.</p> <p>Scope: LEA-wide</p>	<p>They can also facilitate access to therapy or support groups for students experiencing emotional difficulties.</p> <p>3 - Parental and Community Involvement: TCMs play a key role in engaging parents and community members in the educational process. They can organize workshops, events, or outreach programs to foster partnerships between schools, families, and community organizations, promoting a supportive network around students.</p> <p>4 - Regular Check-ins and Monitoring: TCMs maintain regular contact with students on their caseload to monitor progress, provide encouragement, and offer assistance as needed. These check-ins allow TCMs to identify emerging issues early and implement timely interventions to address them effectively.</p> <p>5 - Priority Support for Vulnerable Students: TCMs prioritize students facing significant challenges such as homelessness, foster care, chronic absenteeism, or academic underperformance. They provide targeted support and advocacy to ensure these students receive the resources and assistance necessary to overcome barriers to their success.</p> <p>6 - Social and Emotional Support: TCMs offer social and emotional support to students by providing a listening ear, offering guidance, and connecting them with appropriate resources or services. They may also organize peer support groups or wellness activities to promote mental well-being among students.</p> <p>7 - Operating Student Wellness Centers: TCMs oversee student wellness centers, providing a safe and supportive environment for students to access during times of crisis or when they need a break.</p>	

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		<p>These centers offer resources, counseling services, and opportunities for relaxation or self-care.</p> <p>By fulfilling these roles, TCMs contribute to the creation of a supportive educational environment where all students can thrive academically, emotionally, and socially. Their efforts reinforce the commitment of OUHSD to the well-being and success of every student districtwide.</p>	
<p>2.10</p>	<p>Action: Extracurricular and Co-Curricular Opportunities and Athletic Trainers</p> <p>Need: While data from the Fundamentals SEL Screener indicates a positive sentiment among 67.4% of surveyed students regarding their satisfaction with their experience at OUHSD schools in terms of well-being, safety, and overall comfort, there are still significant challenges we must address as a district. Despite this positive sentiment, our Chronic Absenteeism rate remains over 25%, and our suspension rate is slightly above 6%. These statistics impact student demographics disparately.</p> <p>When examining Chronic Absenteeism, it's concerning to note that Students with Disabilities and those from Socioeconomically Disadvantaged backgrounds both exhibit a Chronic Absenteeism rate of 48.6%, with Foster Youth not far behind at 45.7%. These figures underscore a concerning lack of engagement, which may stem from various factors but potentially points to a disconnect</p>	<p>Providing extracurricular, co-curricular, and other activities can significantly contribute to addressing the challenges outlined in the data from the Fundamentals SEL Screener:</p> <p>1 - Reducing Chronic Absenteeism: Engaging students in extracurricular and co-curricular activities provides them with compelling reasons to attend school regularly. By offering activities that cater to diverse interests, talents, and backgrounds, schools can create a more inclusive and engaging environment that motivates students to attend regularly. Participation in these activities fosters a sense of belonging and connection to the school community, ultimately reducing chronic absenteeism rates.</p> <p>2 - Improving School Climate and Student Engagement: Extracurricular and co-curricular activities contribute to a positive school climate by promoting a sense of belonging, camaraderie, and mutual respect among students. When students feel connected to their school through participation in clubs, sports teams, arts programs, and other activities, they are more likely to be actively engaged in their education and invested in their academic success. This increased engagement can help mitigate the factors contributing to</p>	<p>Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate</p>

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	<p>between these student populations and the broader school environment. Furthermore, our analysis of suspension rates reveals another troubling trend. Homeless students, in particular, face one of the highest suspension rates district-wide, especially evident at OHS, where the rate exceeds 13%. These disparities in suspension rates highlight the need for targeted interventions and support systems to address the unique challenges faced by this vulnerable student population.</p> <p>When student athletes sustain injuries, the ramifications extend beyond the physical pain and recovery process; they can also disrupt the academic momentum that students have worked diligently to maintain. Injuries often necessitate time away from both athletic activities and academic responsibilities, resulting in missed practices, competitions, and valuable classroom instruction. This interruption can derail the carefully balanced routines and commitments that student athletes juggle daily, impacting their academic progress and overall well-being. Moreover, the mental and emotional toll of an injury can further compound these challenges. Student athletes may experience frustration, disappointment, and even anxiety about falling behind in their coursework or letting down their teammates and coaches. The uncertainty surrounding the duration of recovery and the potential long-term effects of the injury can also weigh heavily on their minds, affecting their focus and motivation in the classroom. In addition to the immediate academic setbacks</p>	<p>chronic absenteeism and improve overall student well-being.</p> <p>3 - Addressing Disparities in Suspension Rates: Providing a diverse range of extracurricular and co-curricular activities can offer alternative outlets for expression, skill development, and social interaction, particularly for vulnerable student populations such as homeless students. By participating in structured activities that align with their interests and strengths, students are less likely to engage in behaviors that may lead to disciplinary issues and suspensions. Additionally, extracurricular programs often foster mentorship relationships between students and caring adults, providing additional support and guidance for students who may be facing challenges outside of school.</p> <p>In summary, extracurricular, co-curricular, and other activities play a vital role in addressing the challenges of chronic absenteeism and suspension rates by promoting student engagement, fostering a positive school climate, and providing support for vulnerable student populations. By investing in a robust array of activities that cater to the diverse needs and interests of students, schools can create a more inclusive and supportive environment that enhances student well-being and academic success.</p> <p>Athletic trainers play a crucial role in mitigating the academic and emotional impact of injuries on student athletes:</p> <p>1 - Immediate Injury Assessment and Treatment: Athletic trainers are trained to promptly assess and provide initial treatment for injuries sustained</p>	

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	<p>caused by injuries, there may also be long-term implications. For student athletes aspiring to pursue collegiate sports opportunities, injuries can impact their athletic performance, diminishing their prospects for scholarships or recruitment. This, in turn, may influence their academic and career trajectory, as athletic achievements often play a significant role in college admissions and future opportunities.</p> <p>Scope: LEA-wide</p>	<p>during athletic activities. By addressing injuries promptly and effectively, athletic trainers minimize the severity and duration of downtime for student athletes, allowing them to return to both athletic and academic pursuits more quickly.</p> <p>2 - Rehabilitation and Recovery Programs: Athletic trainers develop customized rehabilitation plans tailored to each student athlete's injury, ensuring a safe and effective return to activity. These programs not only focus on physical recovery but also include strategies to support academic engagement during the rehabilitation process. By facilitating a structured approach to recovery, athletic trainers help student athletes navigate the challenges of balancing academic responsibilities with rehabilitation efforts.</p> <p>3 - Emotional Support and Counseling: Athletic trainers provide invaluable emotional support to student athletes as they navigate the challenges of injury recovery. They offer a compassionate ear, helping athletes cope with feelings of frustration, disappointment, and anxiety about academic setbacks and future athletic prospects. By fostering a supportive and empathetic environment, athletic trainers help student athletes maintain their mental well-being and motivation to succeed academically.</p> <p>4 - Injury Prevention Education: Athletic trainers play a proactive role in educating student athletes about injury prevention strategies, including proper warm-up techniques, conditioning exercises, and risk mitigation practices. By empowering athletes with knowledge and skills to reduce the likelihood of injuries, athletic trainers help safeguard their academic and athletic pursuits in the long term.</p>	

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		<p>5 - Collaboration with Academic Support Services: Athletic trainers collaborate closely with academic support services, coaches, and school administrators to coordinate accommodations for injured student athletes. This may include arranging modified academic schedules, facilitating access to tutoring or study resources, and advocating for academic accommodations as needed. By ensuring continuity in academic support, athletic trainers help student athletes maintain their academic momentum despite injury setbacks.</p> <p>Overall, the presence of athletic trainers provides a comprehensive support system for student athletes, addressing both the physical and academic challenges associated with injuries. By promoting timely and effective injury management, facilitating emotional support, and fostering injury prevention efforts, athletic trainers play a vital role in safeguarding the academic progress and overall well-being of student athletes.</p>	
2.11	<p>Action: Home to School Transportation</p> <p>Need: As per insights gathered from an LCAP student survey, it's been revealed that transportation challenges emerge as a primary factor contributing to tardiness and absenteeism, cited by more than 37% of respondents. Students who are low-income, foster youth, or English learners (EL) often face significant barriers to transportation that impact their ability to attend school regularly and participate fully in educational activities.</p>	<p>Providing transportation support directly addresses the challenges identified in the LCAP student survey in the following ways:</p> <p>1 - Reducing Tardiness: Transportation support ensures that students arrive at school on time, reducing instances of tardiness. By offering reliable transportation services, students can adhere to their school schedules without worrying about delays or missed opportunities for learning.</p> <p>2 - Improving Attendance: Access to transportation eliminates barriers that may prevent students from attending school regularly. By providing a means for students to travel to and from school safely and efficiently, transportation support encourages</p>	Chronic Absenteeism Rate, Attendance Rate, Student Survey, Tardiness Data

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	<p>Financial constraints are a major issue, as low-income families may lack reliable vehicles and struggle with the costs of public transportation. Housing instability further complicates transportation, with frequent moves or homelessness making it difficult for students to access consistent and reliable means of getting to school. Public transportation itself may present limitations, such as routes and schedules that do not align with school hours or safety concerns, which can be particularly problematic for younger or more vulnerable students. Additionally, systemic barriers include inadequate school bus services and poor coordination between transportation services and schools, leading to inefficiencies. EL students and their families may face language barriers that hinder their ability to access and understand transportation information. Safety and accessibility concerns also play a role, with students potentially traveling through unsafe areas or facing transportation options that do not meet their specific needs. Addressing these barriers requires a comprehensive approach, including improving access to reliable and affordable transportation, enhancing coordination between schools and transportation providers, and ensuring that information is accessible to all families, thereby providing equal opportunities for all students to attend school and succeed academically.</p> <p>Scope: LEA-wide</p>	<p>consistent attendance, ultimately reducing absenteeism rates.</p>	

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2.12	<p>Action: PBIS TOSAs and Student Incentives</p> <p>Need: While data from the Fundamentals SEL Screener indicates a positive sentiment among 67.4% of surveyed students regarding their satisfaction with their experience at OUHSD schools in terms of well-being, safety, and overall comfort, there are still significant challenges we must address as a district. Despite this positive sentiment, our Chronic Absenteeism rate remains over 25%, and our suspension rate is slightly above 6%. These statistics impact student demographics disparately.</p> <p>When examining Chronic Absenteeism, it's concerning to note that Students with Disabilities and those from Socioeconomically Disadvantaged backgrounds both exhibit a Chronic Absenteeism rate of 48.6%, with Foster Youth not far behind at 45.7%. These figures underscore a concerning lack of engagement, which may stem from various factors but potentially points to a disconnect between these student populations and the broader school environment. Furthermore, our analysis of suspension rates reveals another troubling trend. Homeless students, in particular, face one of the highest suspension rates district-wide, especially evident at OHS, where the rate exceeds 13%. These disparities in suspension rates highlight the need for targeted interventions and support systems to address the unique challenges faced by this vulnerable student population.</p>	<p>Effective coordination is essential to ensure that every student receives the necessary assistance and support. To facilitate this, the Teachers on Special Assignments (TOSAs) will be allocated additional non-teaching periods. This extra time will enable them to gather and analyze data, coordinate targeted interventions, and conduct essential monitoring and follow-up activities. Moreover, they will serve as invaluable liaisons between students and teachers, fostering stronger communication and support networks. This allocation of resources is provided on an LEA (Local Education Agency) basis, reflecting the recognition of student needs across all our sites, as demonstrated by the data presented above.</p> <p>Providing student incentives can address the following needs identified in the district:</p> <p>1 - Reducing Chronic Absenteeism: Incentives can be used to motivate students to attend school regularly by rewarding good attendance. By offering rewards such as gift cards, certificates, or special privileges for consistent attendance, students are incentivized to prioritize their education and minimize absences. This targeted approach can help decrease chronic absenteeism rates, particularly among student demographics such as Students with Disabilities, Socioeconomically Disadvantaged backgrounds, and Foster Youth, who may face additional barriers to attendance.</p> <p>2 - Improving Student Engagement: Incentives for positive behavior can enhance student engagement by reinforcing desired behaviors such as participation, cooperation, and respect. By recognizing and rewarding students who</p>	Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

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	<p>Scope: LEA-wide</p>	<p>demonstrate positive behavior, schools can create a more supportive and inclusive learning environment where all students feel valued and motivated to actively participate in their education. This can help address the underlying lack of engagement highlighted in the data, fostering a stronger connection between students and the school community.</p> <p>3 - Addressing Disparities in Suspension Rates: Incentives can be used as part of a proactive approach to behavior management, helping to prevent disciplinary issues that may lead to suspensions. By promoting positive behavior and providing incentives for adherence to school rules and expectations, schools can reduce the likelihood of disciplinary infractions, particularly among vulnerable student populations such as Homeless students. This can contribute to a more equitable disciplinary system that supports the needs of all students and reduces disparities in suspension rates.</p> <p>Overall, providing student incentives aligns with a comprehensive approach to addressing the challenges identified in the district, promoting attendance, behavior, and engagement while fostering a positive and inclusive school culture that supports the success of all students.</p>	
<p>3.3</p>	<p>Action: College Connection Program</p> <p>Need: According to the Dashboard, OUHSD has been rated 'Low' on the College and Career Indicator, which signifies student readiness for post-secondary transitions. This is especially</p>	<p>The College Connections program serves as a gateway for students to accelerate their progress towards their post-secondary goals by offering them the remarkable opportunity to earn up to 11 college credits per semester at Butte College. Through this innovative initiative, students are granted a significant head start in their educational journey, enabling them to seamlessly transition</p>	<p>Report of number of students enrolled, Credits earned by College Connection Students, Student Surveys, Graduation rate</p>

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	<p>evident for our Low-Income students, EL students who are also rated as "Low". Foster youth are not represented on the Dashboard due to the small sample size of students. However, internal data suggests that there is a significant need in regards to providing support and opportunities to improve college and career readiness. Furthermore, insights gleaned from student, parent, and staff feedback via an LCAP survey revealed a unanimous desire for enhanced exposure to post-secondary skills and opportunities. This encompasses broader access to Career Technical Education (CTE) courses, as well as dual and concurrent enrollment opportunities at colleges. Additionally, the College Connection Program provides college access to students at no cost to them. Low-income students, English learners (EL) students, and foster youth face several significant barriers to college and career readiness. Financial constraints often impede their ability to cover application fees, standardized test costs, and test preparation resources. Additionally, these students may struggle with navigating the complex college application process due to limited access to information, language barriers, or insufficient guidance. Academic preparation gaps can arise from under-resourced schools or frequent school changes, which can hinder their readiness for higher education. EL students face extra challenges in developing academic language skills and understanding college-level content. Moreover, the lack of effective guidance and mentorship exacerbates these issues, leaving</p>	<p>into higher education with a robust foundation of academic achievement. By enrolling in college-level courses at Butte College while still in high school, students not only gain valuable academic credits but also cultivate essential skills, experiences, and insights that will serve them well in their future endeavors. This immersive learning experience provides students with a taste of college life, allowing them to engage with rigorous coursework, interact with college faculty and peers, and navigate the expectations and challenges of higher education. Moreover, earning college credits through the College Connections program offers students a competitive edge in the increasingly competitive landscape of college admissions and scholarship opportunities. These credits can be applied towards fulfilling general education requirements, expediting degree completion, and even transferring to four-year institutions, providing students with greater flexibility and opportunities for academic and career advancement.</p>	

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	<p>students without the support needed to make informed decisions about their futures. Emotional and social support is particularly crucial for foster youth, who may need additional encouragement and stability. Finally, navigating institutional barriers, such as understanding application procedures and securing financial aid, can be daunting without adequate assistance. Addressing these barriers through comprehensive support programs can help level the playing field and enhance college and career readiness for these vulnerable student populations.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Counseling Staff</p> <p>Need: OUHSD faces a multifaceted educational landscape: while our district boasts a commendable 83.1% graduation rate, the 2.4% districtwide dropout rate calls for continued attention and support. Additionally, the fact that only 14.4% of students are meeting A-G requirements underscores the need for targeted interventions to bolster college readiness. Similarly, with just 17% of students completing Career Technical Education (CTE) pathways, there's an opportunity to expand access to diverse educational opportunities. Furthermore, the data from the Early Assessment Program (EAP) paints a sobering picture, revealing that</p>	<p>High school counselors play a crucial role in addressing the multifaceted educational challenges faced by OUHSD students. Here's how they can meet these needs:</p> <p>1 - Individualized Academic Planning: Counselors can work closely with students to develop personalized academic plans that align with their post-secondary goals. This includes identifying courses that fulfill A-G requirements, exploring Career Technical Education (CTE) pathways, and incorporating interventions to address academic deficiencies identified by the Early Assessment Program (EAP).</p> <p>2 - Early Intervention and Support: Counselors can proactively identify students who may be at risk of dropping out or struggling academically based on dropout rate and EAP data. By providing early intervention and support services such as academic tutoring, study skills workshops, and</p>	<p>Graduation Rate, Pathway Completion report, EAP reports, dropout rate, A-G completion report</p>

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	<p>only 48.4% of students are designated as prepared in English and a mere 16.9% are prepared in Math. These figures highlight the imperative for comprehensive strategies aimed at enhancing academic preparedness and closing achievement gaps across subject areas. This is especially evident in our students who are Homeless, in foster care, and who are Socioeconomically Disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>counseling sessions, counselors can help these students stay on track towards graduation and academic success.</p> <p>3 - College Readiness Workshops and Resources: Counselors can organize college readiness workshops and provide resources to help students navigate the college application process, understand A-G requirements, and prepare for college entrance exams. They can also facilitate access to dual enrollment programs and other opportunities to enhance college readiness.</p> <p>4 - Promotion of CTE Pathways: Counselors can actively promote Career Technical Education (CTE) pathways to students, highlighting the benefits of acquiring industry-specific skills and certifications. They can provide information about available CTE courses, internships, and apprenticeships, and assist students in exploring career options aligned with their interests and talents.</p> <p>5 - Data-Informed Decision-Making: Counselors can utilize data from graduation rates, dropout rates, A-G completion rates, and EAP results to inform their decision-making and prioritize interventions for students most in need of support. They can also collaborate with teachers, administrators, and community partners to develop comprehensive strategies for improving student outcomes across subject areas.</p> <p>By leveraging their expertise and resources, high school counselors can play a pivotal role in enhancing academic preparedness, closing achievement gaps, and ensuring that all students have the opportunity to succeed in high school and beyond.</p>	

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3.5	<p>Action: College/Career Guidance Technician</p> <p>Need: OUHSD faces a multifaceted educational landscape: while our district boasts a commendable 83.1% graduation rate, the 2.4% districtwide dropout rate calls for continued attention and support. Additionally, the fact that only 14.4% of students are meeting A-G requirements underscores the need for targeted interventions to bolster college readiness. Similarly, with just 17% of students completing Career Technical Education (CTE) pathways, there's an opportunity to expand access to diverse educational opportunities. Furthermore, the data from the Early Assessment Program (EAP) paints a sobering picture, revealing that only 48.4% of students are designated as prepared in English and a mere 16.9% are prepared in Math. These figures highlight the imperative for comprehensive strategies aimed at enhancing academic preparedness and closing achievement gaps across subject areas. This action is being implemented LEA wide primarily due to the need of our Foster Youth and Socioeconomically Disadvantaged youth who either have limited or no support for post secondary planning.</p> <p>Scope: LEA-wide</p>	<p>A college/career guidance technician can play a crucial role in addressing the diverse educational needs outlined for OUHSD. Here's how they can help:</p> <p>1 - Individualized Academic Planning: The technician can work closely with students to develop personalized academic plans tailored to their post-secondary goals. They can provide guidance on course selection, monitor progress towards meeting A-G requirements, and identify opportunities for academic enrichment and intervention to address deficiencies identified by the Early Assessment Program (EAP).</p> <p>2 - College and Career Exploration: The technician can facilitate college and career exploration activities, such as organizing college fairs, career workshops, and guest speaker events. They can provide information about different college and career pathways, assist students in researching potential colleges and majors, and connect them with resources for career exploration and planning.</p> <p>3 - Assistance with College Applications and Financial Aid: The technician can assist students and parents with completing college applications, including navigating the Common Application or other online application platforms. They can also provide support with completing the Free Application for Federal Student Aid (FAFSA) and identifying scholarship opportunities to help alleviate financial barriers to higher education.</p> <p>3 - Promotion of Career Technical Education (CTE) Pathways: The technician can promote awareness of CTE pathways and opportunities among students, parents, and school staff. They can collaborate with CTE instructors to organize informational sessions, coordinate workplace visits</p>	<p>Graduation Rate, Pathway Completion report, EAP reports, dropout rate, A-G completion report</p>

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		<p>and industry tours, and assist students in exploring CTE programs aligned with their interests and career goals.</p> <p>4 - Data Analysis and Monitoring: The technician can assist in analyzing data related to graduation rates, dropout rates, A-G completion rates, and EAP results to identify trends and areas for improvement. They can collaborate with school administrators and counselors to develop targeted interventions and initiatives aimed at enhancing academic preparedness and closing achievement gaps across subject areas.</p> <p>By providing comprehensive support in college and career readiness, academic planning, and access to diverse educational opportunities, a college/career guidance technician can contribute significantly to improving student outcomes and ensuring that all students have the resources and support they need to succeed in high school and beyond.</p>	
3.6	<p>Action: Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.</p> <p>Need: In the realm of Career and Technical Education (CTE), our overarching objective is to ensure that every course reflects the realistic demands and standards of respective industries. It's imperative that our programs provide students with practical, hands-on training that aligns closely with current industry practices. However, we've identified that certain CTE programs are falling short of</p>	<p>Providing additional funding can significantly support these needs in both Career and Technical Education (CTE) and Visual and Performing Arts (VAPA) by:</p> <p>1 - Upgrading Equipment and Resources: Additional funding can be allocated to procure modern equipment, tools, and resources required to deliver practical, hands-on training in CTE programs. This ensures that students have access to state-of-the-art facilities and technologies that mirror real-world industry settings, enhancing the quality and relevance of their learning experience.</p> <p>2 - Professional Development: Funding can be used to invest in professional development opportunities for CTE and VAPA instructors,</p>	High Quality CTE Rubric Self Assessment Data, Student Survey Feedback, Enrollment data, CTE Pathway completion

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	<p>meeting these industry standards. Addressing this discrepancy is essential to equip our students with the skills and knowledge necessary to thrive in their chosen career paths. Likewise, in the domain of Visual and Performing Arts (VAPA), the landscape is evolving rapidly, with technological advancements playing an increasingly significant role. To maintain high levels of student engagement and relevance, it's crucial for VAPA courses to integrate these technological advancements seamlessly into their curriculum. CTE and VAPA courses provide critical exposure to college, careers, talents, and lifelong interests that may not be available to some students. This is especially evident in students who are socioeconomically disadvantaged, homeless, or in foster care.</p> <p>Scope: LEA-wide</p>	<p>enabling them to stay updated on industry trends, emerging technologies, and best practices. This ensures that educators are equipped with the knowledge and skills necessary to deliver high-quality instruction that aligns with current industry standards and technological advancements.</p> <p>3 - Curriculum Development: Additional funds can support the development and enhancement of curriculum materials for CTE and VAPA courses, with a focus on integrating industry-relevant content and technological advancements. This allows educators to design engaging and relevant learning experiences that prepare students for success in their chosen career paths and artistic endeavors.</p> <p>4 - Technology Integration: Additional funding can support the integration of technology into both CTE and VAPA courses, allowing educators to leverage digital tools, software applications, and multimedia platforms to enhance learning experiences and student outcomes. This ensures that students are exposed to current technological advancements and develop essential digital literacy skills relevant to their respective fields. Overall, providing additional funding enables schools to invest in the necessary resources, professional development, curriculum development, and technology integration initiatives that support the alignment of CTE and VAPA programs with industry standards and technological advancements. This ensures that students receive high-quality education that prepares them for success in their future careers and artistic pursuits.</p>	

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<p>3.7</p>	<p>Action: Parent and Family Engagement and Parent Square Utilization</p> <p>Need: According to findings from our LCAP parent survey, 30.8% of respondents perceived OUHSD as responsive to their concerns, while 26.9% felt otherwise. Notably, a portion of parents expressed indifference due to the absence of concerns to address. Furthermore, the survey revealed that 59.6% of parents prefer communication via email, with 9.6% preferring phone communication. However, it's worth noting that several respondents acknowledged utilizing social media platforms and our website for obtaining information as well.</p> <p>Parent engagement and communication address several key barriers faced by low-income students, foster youth, and English learners (EL) students. Many low-income families and foster parents may not be familiar with the education system, making it difficult for them to navigate school requirements, understand academic standards, and access available resources. This lack of understanding can lead to missed opportunities and inadequate support for their children. Financial constraints further complicate this issue, as these families may not be aware of or able to access financial assistance, community resources, and low-cost educational supports. For EL students, language barriers can impede effective communication with schools, leaving parents</p>	<p>Enhancing parent communication addresses the need for improved responsiveness to parental concerns identified in the LCAP parent survey. By utilizing channels such as email, phone communication, social media platforms, and the district website, OUHSD can better connect with parents and address their inquiries and feedback promptly. This proactive approach fosters a stronger sense of engagement and trust between parents and the school district, ultimately leading to a more collaborative and supportive educational environment for students. Additionally, by catering to parents' preferred communication methods, such as email and phone, OUHSD ensures that information reaches parents effectively, increasing the likelihood of their engagement and involvement in their child's education.</p> <p>ParentSquare would effectively meet these needs by providing a centralized platform for communication between OUHSD and parents. Here's how:</p> <p>1 - Enhanced Responsiveness: ParentSquare allows for real-time communication between parents and school staff. Parents can easily reach out with their concerns or questions, and school administrators can respond promptly, addressing any issues or providing necessary support. This fosters a sense of responsiveness and attentiveness to parental concerns, potentially improving the perception of OUHSD's responsiveness as identified in the LCAP parent survey.</p> <p>2 - Preferred Communication Channels: ParentSquare accommodates parents' preferences for communication channels. With the</p>	<p>Social Media engagement reports, Parent Square engagement reports, Parent Survey</p>

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	<p>unable to fully engage in their children’s education or access important information. This challenge can be exacerbated by a lack of translated materials and language support services. Additionally, engaged parents are crucial for monitoring their children’s academic progress and providing support at home, which can be particularly beneficial for students facing academic challenges due to financial or social instability. Finally, strong parent-school relationships are essential for providing emotional support and advocacy. Parents who are engaged and informed are better equipped to advocate for their children’s needs and navigate any challenges within the school system, helping ensure that their children receive the necessary support and services.</p> <p>Scope: LEA-wide</p>	<p>ability to send messages via email, text, voice calls, and instant messaging, parents can choose the method that best suits their needs and preferences. This aligns with the survey findings indicating that 59.6% of parents prefer email communication and 9.6% prefer phone communication.</p> <p>3 - Centralized Information Hub: ParentSquare serves as a centralized hub for sharing important information and updates. By consolidating communication channels in one platform, parents can easily access relevant information about their child's education, school events, announcements, and academic progress. This addresses the need for convenient access to information, as noted by parents who utilize social media platforms and the school website for obtaining information. Overall, ParentSquare would meet these needs by facilitating efficient communication, accommodating parents' preferences, and providing easy access to relevant information, ultimately enhancing parent-school engagement and satisfaction.</p> <p>4 - ParentSquare includes a translation feature that converts communications into the preferred language of the student or family. This functionality is essential for supporting our English learner (EL) students and their families by ensuring they receive crucial information in a language they are most comfortable with. This enhances their ability to engage fully with school communications and supports their overall educational experience.</p>	
4.1	<p>Action: Extended Instructional Hours to 30/week at Prospect High School.</p>	<p>Providing extended instructional time directly addresses the needs outlined for Prospect High School (PHS).</p>	<p>Graduation Rate, CCI indicator</p>

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	<p>Need: At Prospect High School (PHS), only 1.1% of students received a "Prepared" rating on the California Dashboard's College and Career Indicator. This statistic is mirrored in the data for both Socioeconomically Disadvantaged (SED) students and White students, with only 1.1% and 2.2% respectively being rated as "Prepared". Additionally, PHS has a graduation rate of 63.5%, significantly below the district average. Notably, SED students had a graduation rate of 63.4% and White students had a graduation rate of 57.1%, marking one of the lowest rates in the district.</p> <p>Similarly, Community Day School (CDS) exhibits comparable trends. However, due to privacy concerns stemming from a small sample size, CDS data will not be publicly displayed.</p> <p>Scope: Schoolwide</p>	<p>1 - Improving College and Career Readiness: By doubling the instructional hours at PHS, students have more time to engage with rigorous academic coursework and specialized career training. This increased exposure allows them to develop the skills and knowledge necessary to meet the criteria for a "Prepared" rating on the California Dashboard's College and Career Indicator. With more time dedicated to learning, students can delve deeper into subjects, explore various career pathways, and participate in hands-on experiences that enhance their readiness for college and career success.</p> <p>2 - Boosting Graduation Rates: Extending instructional hours provides students with additional opportunities to earn credits required for graduation. Many students at PHS and CDS may be struggling academically or facing other challenges that hinder their progress towards graduation. By offering more instructional time, these students have the chance to receive targeted academic support, remediation, and enrichment activities that address their individual needs. This tailored approach increases the likelihood of students successfully completing their coursework and graduating on time, thus contributing to the improvement of graduation rates at both schools.</p> <p>In summary, extended instructional time directly supports the goals of enhancing college and career readiness and improving graduation rates by providing students with the resources, support, and opportunities they need to succeed academically and prepare for their future endeavors.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.14</p>	<p>Action: District ELD Coordinator</p> <p>Need: Based on ELPAC data from 2022-23, only 18.5% of our English Learner (EL) students attained a 'Proficient' score, while 54.2% were categorized as 'Making Progress Towards Proficiency,' both figures falling below the state average. Despite comprising just 5% of our total student population, EL students demonstrate a substantial need for support, not only in Designated English Language Development (ELD) but also in the integration of ELD strategies across general education classrooms. Furthermore, it's noteworthy that a significant portion, 83%, of our English Learner population are classified as Long-Term English Learners (LTELs), indicating a lack of English proficiency for six years or more. Given the considerable proportion of LTEL students, heightened attention and more intensive interventions are imperative to address their specific needs and facilitate their academic progress.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The district ELD coordinator plays a pivotal role in ensuring the effective implementation of English Language Development (ELD) programs and supporting English Learners (EL) and Long-Term English Learners (LTEL). They oversee the deployment of designated ELD classes, the adoption of appropriate English language development curriculum, and the provision of instructional materials across all schools within the district. Additionally, the coordinator tracks data pertaining to language proficiency, academic performance, and reclassification rates. This data-driven approach allows for the identification of areas requiring improvement and enables the measurement of intervention effectiveness. Moreover, the coordinator fosters collaboration and communication among teachers, administrators, support staff, and parents. Through the organization of meetings, workshops, and committees, they create a cohesive support network dedicated to addressing the unique needs of EL and LTEL students. Furthermore, the coordinator advocates for targeted resources and support services tailored to meet the needs of EL and LTEL students. This advocacy may involve securing funding for additional staff, specialized instructional materials, technology resources, or intervention programs. Additionally, the coordinator collaborates with school teams to develop individualized support plans for LTEL students. These plans include tailored</p>	<p>ELPAC Scores, ELPI data, NWEA MAP scores, Reclassification rates. Comparison of LTEL student data to overall EL data, Ellevation</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>interventions, extra instructional time, and differentiated instruction aligned with their specific language proficiency levels and academic needs. By fulfilling these multifaceted responsibilities, the district ELD coordinator plays a pivotal role in cultivating a supportive and inclusive learning environment where EL and LTEL students can excel both academically and linguistically.</p>	
<p>1.15</p>	<p>Action: Supplemental English Language Development Support Classes for All ELD Students</p> <p>Need: Based on ELPAC data from 2022-23, only 18.5% of our English Learner (EL) students attained a 'Proficient' score, while 54.2% were categorized as 'Making Progress Towards Proficiency,' both figures falling below the state average. Despite comprising just 5% of our total student population, EL students demonstrate a substantial need for support, not only in Designated English Language Development (ELD) but also in the integration of ELD strategies across general education classrooms. Furthermore, it's noteworthy that a significant portion, 83%, of our English Learner population are classified as Long-Term English Learners (LTELs), indicating a lack of English proficiency for six years or more. Given the considerable proportion of LTEL students, heightened attention and more intensive interventions are imperative to address their specific needs and facilitate their academic progress.</p> <p>Scope:</p>	<p>Designated English Language Development (ELD) classes are specifically designed to address the language development needs of English Learners (EL) and Long-Term English Learners (LTEL). These classes provide targeted instruction focused on developing English language proficiency in listening, speaking, reading, and writing skills. Here's how designated ELD classes support the needs of EL and LTEL students:</p> <p>1 - Language Acquisition: Designated ELD classes offer explicit instruction in English language acquisition. They provide structured opportunities for students to engage with English language content, vocabulary, grammar, and syntax in a supportive learning environment.</p> <p>2 - Cultural Relevance: ELD curriculum often incorporates culturally relevant materials and topics to foster connections between students' linguistic and cultural backgrounds and the broader English-speaking community. This helps validate students' identities and experiences while promoting language development.</p> <p>3 - Differentiation: ELD classes are tailored to meet the diverse needs of EL and LTEL students. Instruction is differentiated based on students' language proficiency levels, ensuring that content is accessible and challenging for all learners.</p>	<p>ELPAC Scores, ELPI data, NWEA MAP scores, Reclassification rates,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Limited to Unduplicated Student Group(s)</p>	<p>4 - Small Group Instruction: ELD classes typically feature smaller class sizes, allowing for more personalized attention and targeted support from the teacher. This enables educators to address individual learning needs, provide feedback, and scaffold instruction to support students' language development.</p> <p>5 - Language Support Strategies: ELD classes employ a variety of language support strategies, such as visual aids, graphic organizers, hands-on activities, and language scaffolds, to make content comprehensible and accessible to EL and LTEL students.</p> <p>6 - Language Proficiency Assessment: ELD classes often include regular assessment of students' language proficiency levels to track progress and inform instructional planning. This ongoing assessment allows teachers to adjust instruction to meet evolving student needs and facilitate language growth over time.</p> <p>7 - Collaboration and Community Building: ELD classes provide opportunities for EL and LTEL students to collaborate, communicate, and build relationships with peers who share similar language backgrounds and experiences. This promotes a sense of belonging and facilitates language development through authentic social interactions.</p> <p>Overall, designated ELD classes serve as a critical component of comprehensive language support for EL and LTEL students, equipping them with the language skills and strategies needed to succeed academically and beyond.</p>	

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

Additional Concentration Grant Funding

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

All OUHSD schools have a student concentration of greater than 55%. The additional concentration grant funding is utilized to increase the number of adults on the campus who provide direct services to our students. Additional staff include two assistant principals, teachers over and above the number required to meet class size limits as designated in the certificated collective bargaining agreement, three targeted case managers, two universals, two custodians and two supplemental education technicians (Actions 1.7, 1.8, 1.20, 2.2, 2.8, 2.9, 3.5.

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	Not Applicable	1 staff to 44.5 students
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1 staff to 17.2 students

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	\$26,060,713	8,506,477	32.641%	0.000%	32.641%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,037,662.00	\$5,266,099.00	\$2,917,544.00	\$2,982,668.00	\$23,203,973.00	\$18,396,130.00	\$4,807,843.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teachers Appropriately Assigned and Fully Credentialed	All Students with Disabilities English Learners, Homeless	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Alternative Diploma Pathways for Students with Disabilities	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Tutorial Support and Push-in Support for Students with Disabilities	Students with Disabilities	No			All Schools		\$3,273,354.00	\$0.00	\$0.00	\$2,492,112.00	\$0.00	\$781,242.00	\$3,273,354.00	
1	1.4	Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and Communication (DA)	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.5	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.6	Improve Participation Rate on CAASPP Assessments	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	All Foster Youth, Homeless Students	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,972,098.00	\$798,550.00	\$165,134.00	\$0.00	\$2,605,514.00	\$0.00	\$2,770,648.00	
1	1.9	1:1 Device for Meaningful Engagement and Network Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$324,601.00	\$437,030.00	\$95,000.00	\$354,601.00	\$312,030.00	\$0.00	\$761,631.00	

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	1.10	Professional Development for All Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$119,486.00	\$263,724.00	\$0.00	\$123,290.00	\$0.00	\$259,920.00	\$383,210.00	
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$34,000.00	\$34,000.00	\$0.00	\$0.00	\$0.00	\$34,000.00	
1	1.12	Maintain and Expand Library Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School, Oroville High School		\$116,561.00	\$26,278.00	\$130,361.00	\$12,478.00	\$0.00	\$0.00	\$142,839.00	
1	1.14	District ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$29,477.00	\$0.00	\$29,477.00	\$0.00	\$0.00	\$0.00	\$29,477.00	
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$249,510.00	\$15,264.00	\$249,510.00	\$0.00	\$0.00	\$15,264.00	\$264,774.00	
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$298,539.00	\$147,000.00	\$151,539.00	\$0.00	\$0.00	\$298,539.00	
1	1.17	Credit Recovery and Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$323,148.00	\$131,000.00	\$184,764.00	\$244,384.00	\$0.00	\$25,000.00	\$454,148.00	
1	1.18	Maintain Current Center For Independent Study Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,723,188.00	\$21,000.00	\$1,386,859.00	\$357,329.00	\$0.00	\$0.00	\$1,744,188.00	
1	1.19	Independent Study PE	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$131,005.00	\$0.00	\$131,005.00	\$0.00	\$0.00	\$0.00	\$131,005.00	

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			Low Income										
1	1.20	Increase staffing to offer students direct support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,769,083.00	\$0.00	\$1,769,083.00	\$0.00	\$0.00	\$0.00	\$1,769,083.00	
1	1.21	Maintain the Operation of Community Day School (CDS)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Community Day School		\$110,829.00	\$25,098.00	\$123,829.00	\$2,343.00	\$0.00	\$9,755.00	\$135,927.00	
2	2.1	Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	All	No			All Schools		\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	
2	2.2	School Resource Officer/Deputy and Campus Security	All	No			All Schools		\$634,660.00	\$269,327.00	\$903,987.00	\$0.00	\$0.00	\$0.00	\$903,987.00	
2	2.3	School Attendance and Achievement Review Team	All Students with Disabilities Foster Youth, Homeless students	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	Provide Nutritious Meals	All	No			All Schools		\$775,672.00	\$690,560.00	\$0.00	\$0.00	\$0.00	\$1,466,232.00	\$1,466,232.00	
2	2.5	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School and Oroville High School		\$0.00	\$52,000.00	\$52,000.00	\$0.00	\$0.00	\$0.00	\$52,000.00	
2	2.8	Social, Emotional, and Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$912,009.00	\$484,000.00	\$661,766.00	\$734,243.00	\$0.00	\$0.00	\$1,396,009.00	
2	2.9	Targeted Case Manager/Family Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$942,383.00	\$0.00	\$671,891.00	\$0.00	\$0.00	\$270,492.00	\$942,383.00	

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
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,081,049.00	\$412,166.00	\$1,430,584.00	\$62,631.00	\$0.00	\$0.00	\$1,493,215.00	
2	2.11	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	
2	2.12	PBIS TOSAs and Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$96,916.00	\$12,000.00	\$108,916.00	\$0.00	\$0.00	\$0.00	\$108,916.00	
2	2.14	OUHSD Homeless Action Team	Homeless Students	No			All Schools		\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$2,000.00	
2	2.15	Homeless Students Systems of Support	Homeless Students	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Collaborate with Butte College	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Provide High Quality CTE Courses	All	No			All Schools		\$1,273,345.00	\$480,773.00	\$1,234,179.00	\$406,989.00	\$0.00	\$112,950.00	\$1,754,118.00	
3	3.3	College Connection Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$178,662.00	\$11,500.00	\$190,162.00	\$0.00	\$0.00	\$0.00	\$190,162.00	
3	3.4	Counseling Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,432,842.00	\$0.00	\$1,280,082.00	\$124,824.00	\$0.00	\$27,936.00	\$1,432,842.00	
3	3.5	College/Career Guidance Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$163,430.00	\$0.00	\$163,430.00	\$0.00	\$0.00	\$0.00	\$163,430.00	
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$53,500.00	\$53,500.00	\$0.00	\$0.00	\$0.00	\$53,500.00	
3	3.7	Parent and Family Engagement and Parent Square Utilization	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$117,877.00	\$106,000.00	\$0.00	\$0.00	\$11,877.00	\$117,877.00	

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
4	4.1	Extended Instructional Hours to 30/week at Prospect High School.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Prospect High School		\$655,893.00	\$25,250.00	\$681,143.00	\$0.00	\$0.00	\$0.00	\$681,143.00	
4	4.2	Academic Focused Professional Learning Team	All	No			Specific Schools: Prospect High School, Community Day School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Work Experience Education	All SED, White	No			Specific Schools: Prospect High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	Expand CTE Offerings	All	No			Specific Schools: Prospect High School		\$0.00	\$92,407.00	\$0.00	\$92,407.00	\$0.00	\$0.00	\$92,407.00	
4	4.5	Expand College and Career Exploration	All	No			Specific Schools: Prospect High School, Community Day School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	Additional Teacher	All	No			Specific Schools: Prospect High School		\$106,929.00	\$0.00	\$0.00	\$106,929.00	\$0.00	\$0.00	\$106,929.00	

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
\$26,060,713	8,506,477	32.641%	0.000%	32.641%	\$9,849,496.00	0.000%	37.794 %	Total:	\$9,849,496.00
								LEA-wide Total:	\$8,759,005.00
								Limited Total:	\$278,987.00
								Schoolwide Total:	\$811,504.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,134.00	
1	1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	
1	1.10	Professional Development for All Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	
1	1.12	Maintain and Expand Library Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School, Oroville High School	\$130,361.00	
1	1.14	District ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$29,477.00	

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	1.15	Supplemental English Language Development Support Classes for All ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$249,510.00	
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$147,000.00	
1	1.17	Credit Recovery and Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$184,764.00	
1	1.18	Maintain Current Center For Independent Study Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,386,859.00	
1	1.19	Independent Study PE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,005.00	
1	1.20	Increase staffing to offer students direct support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,769,083.00	
1	1.21	Maintain the Operation of Community Day School (CDS)	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Community Day School	\$123,829.00	
2	2.5	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School and Oroville High School	\$52,000.00	
2	2.8	Social, Emotional, and Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$661,766.00	
2	2.9	Targeted Case Manager/Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$671,891.00	
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,430,584.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.12	PBIS TOSAs and Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,916.00	
3	3.3	College Connection Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,162.00	
3	3.4	Counseling Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,280,082.00	
3	3.5	College/Career Guidance Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,430.00	
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,500.00	
3	3.7	Parent and Family Engagement and Parent Square Utilization	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,000.00	
4	4.1	Extended Instructional Hours to 30/week at Prospect High School.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Prospect High School	\$681,143.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$22,209,412.00	\$24,391,200.00

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	Technology Replacement and Repair	Yes	\$1,139,721	\$1,439,430
1	1.2	Professional Development for all Staff	Yes	\$567,718	\$593,940
1	1.3	Intervention for 5th Year Seniors	No	\$0	\$0
1	1.4	Purchase Assessment Software for Targeted Support	Yes	\$14,100	\$33,352
1	1.5	Maintain and Expand Library Services	Yes	\$142,302	\$152,525
1	1.6	Outreach for Foster Youth by Social Workers and BCOE School Ties Program	No	\$26,487.00	\$21,305
1	1.7	Social Emotional Learning	Yes	\$5,000.00	\$2,997
1	1.8	Math, English, and Positive Behavior Interventions	Yes	\$232,048	\$273,364
1	1.9	Tutorial Support and Push In Support for Students with Disabilities	No	\$3,010,913	\$2,781,304
1	1.10	District ELD Coordinator	Yes	\$26,281	\$29,891

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	\$212,679	\$239,650
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	\$624,789	\$730,128
1	1.13	College Connection Program	Yes	\$172,319	\$185,278
1	1.14	Maintain Facilities in Good Repair	No	\$1,443,304	3,071,042
1	1.15	Teachers and Staff are Appropriately Assigned and Credentialed	No	\$0	\$0
1	1.16	Sufficient Instructional Materials	Yes	\$227,608	\$125,214
1	1.17	Collaborate with Butte College	No	\$0	\$0
1	1.19	Credit Recovery and Summer School	Yes	\$183,285	\$139,972
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	\$12,502	\$16,263
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	\$52,000	\$52,000
1	1.22	Maintain and Expand the Independent Study Program	Yes	\$1,788,776	\$1,937,908
1	1.23	Addition of Online Geography and Independent Study PE	Yes	\$119,089	\$129,970
1	1.24	Additional Paths to a Diploma for Students with Disabilities	No	\$0	\$0
1	1.25	Add additional staff to provide direct support to students	Yes	\$1,853,048	\$1,065,999

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	1.26	Reopen CDS	Yes	\$336,503	\$305,554
1	1.27	Additional Custodians	Yes	\$153,682	\$72,608
1	1.28	Indian Education Coordinator	Yes	\$2,000	\$0
1	1.29	DataZone Contract	Yes	\$13,000	\$13,452
2	2.1	Monitor for Implementation of CR-PBIS	No	\$30,000	\$50,000
2	2.2	Social, Emotional and Health Supports	Yes	\$1,489,552	\$1,303,334
2	2.3	School Resource Officer/Deputy and Campus Security	No	\$850,095	\$876,577
2	2.4	Targeted Case Manager/Family Liaison	Yes	\$770,786	\$883,688
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	\$1,235,298	\$1,239,182
2	2.6	Home to School Transportation	Yes	\$268,802	\$1,289,994
2	2.7	Incentives	Yes	\$15,000	\$15,000
2	2.8	School Attendance and Achievement Review Team	No	\$0	\$0
2	2.9	Provide Nutritious Meals	No	\$1,284,267	\$1,387,725

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	2.10	Parent and Family Engagement	Yes	\$98,984	\$72,594
2	2.11	Parent Involvement	Yes	\$13,000	\$12,903
2	2.12	Athletic Trainers	Yes	\$166,000	\$166,000
3	3.1	Counselling Staff	Yes	\$1,228,138	\$1,299,831
3	3.2	College/Career Guidance Technician	Yes	\$154,425	\$156,510
3	3.3	Purchase Naviance Software	No	\$0	\$0
3	3.4	Provide High Quality CTE Courses	No	\$2,195,011	\$2,183,756
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	\$50,900	\$40,960
3	3.6	FAFSA Completion	No	\$0	\$0
3	3.7	Career Exploration Class	No	\$0	\$0

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)
\$8,561,563	\$9,252,536.00	\$8,705,637.00	\$546,899.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Technology Replacement and Repair	Yes	\$91,000	\$90,000		
1	1.2	Professional Development for all Staff	Yes	\$150,873	\$168,453		
1	1.4	Purchase Assessment Software for Targeted Support	Yes	\$14,100	\$33,352		
1	1.5	Maintain and Expand Library Services	Yes	\$122,739	\$132,339		
1	1.7	Social Emotional Learning	Yes	\$5,000	\$0		
1	1.8	Math, English, and Positive Behavior Interventions	Yes	\$205,240	\$245,292		
1	1.10	District ELD Coordinator	Yes	\$26,281	\$29,891		
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	\$212,679	\$239,650		
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	\$624,789	\$730,128		
1	1.13	College Connection Program	Yes	\$172,319	\$185,278		
1	1.16	Sufficient Instructional Materials	Yes	\$30,000	\$44,456		
1	1.19	Credit Recovery and Summer School	Yes	\$75,285	\$42,974		

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	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	\$12,502	\$16,263		
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	\$52,000	\$52,000		
1	1.22	Maintain and Expand the Independent Study Program	Yes	\$746,902	\$947,941		
1	1.23	Addition of Online Geography and Independent Study PE	Yes	\$119,089	\$129,970		
1	1.25	Add additional staff to provide direct support to students	Yes	\$1,853,048	\$1,065,999		
1	1.26	Reopen CDS	Yes	\$300,032	\$305,554		
1	1.27	Additional Custodians	Yes	\$153,682	\$72,608		
1	1.28	Indian Education Coordinator	Yes	\$2,000	\$0		
1	1.29	DataZone Contract	Yes	\$13,000	\$13,452		
2	2.2	Social, Emotional and Health Supports	Yes	\$542,065	\$408,014		
2	2.4	Targeted Case Manager/Family Liaison	Yes	\$615,288	\$388,956		
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	\$1,151,993	\$1,116,034		
2	2.6	Home to School Transportation	Yes	\$268,802	\$484,021		
2	2.7	Incentives	Yes	\$15,000	\$15,000		
2	2.10	Parent and Family Engagement	Yes	\$90,000	\$71,867		
2	2.11	Parent Involvement	Yes	\$13,000	\$12,903		
2	2.12	Athletic Trainers	Yes	\$166,000	\$166,000		
3	3.1	Counselling Staff	Yes	\$1,202,503	\$1,299,831		

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)
3	3.2	College/Career Guidance Technician	Yes	\$154,425	\$156,451		
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	\$50,900.00	\$40,960		

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)
26,401,352	\$8,561,563	0.0%	32.429%	\$8,705,637.00	0.000%	32.974%	\$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).