



## 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
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## Plan Summary [2024-25]

### General Information

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

The City of Oxnard, situated along California's southern coast, between Los Angeles and Santa Barbara, stands as the most populous municipality in Ventura County. Established in 1903, Oxnard ranks as the 22nd most populous city in California and is positioned approximately 60 miles west of Los Angeles. Over the mid-20th century, Oxnard experienced substantial growth and expansion beyond its downtown core, fostering residential, industrial, and commercial developments alongside the establishment of the Channel Islands Harbor. The city's urban planning has historically emphasized a blend of neighborhood-centric design and centralized development around its downtown, coastline, and harbor zones.

Oxnard's geographical layout provides a hub for the industrial, residential, and commercial sectors, bordered by agricultural expanses, the Pacific Ocean, and the Santa Clara River. Notably, Ormond Beach, among five stretches of coastline in Oxnard, features a two-mile expanse adjoining Ormond Wetlands, farmlands, and a prominent bird-watching locale, flanked by the city of Port Hueneme and Naval Base Ventura County, Point Mugu.

Positioned as a pivotal transportation nexus in Southern California, Oxnard boasts connectivity through major transportation routes like Highway 101 and Highway 1, complemented by robust rail and bus networks including Amtrak, Union Pacific, Metrolink, Greyhound, and InterCalifornias. Additionally, Oxnard Airport serves as a regional aviation hub.

The city's strategic location catalyzed the establishment of Naval Base Ventura County (NBVC) at Point Mugu and Port Hueneme during World War II, leveraging Oxnard's deep-harbor port to facilitate trade within Pacific Rim economies. These bases have spurred the growth of defense-oriented aerospace, global logistics, and communications industries, influencing regional economic dynamics.

Renowned for its fertile agricultural terrain, known as the Oxnard Plain, the city sustains a vibrant agrarian sector alongside a diverse economic landscape encompassing finance, manufacturing, transportation, high-tech ventures, energy, and petroleum extraction from active oil fields.

The Oxnard Union High School District (OUHSD) has played a pivotal role since its inception in 1901, overseeing the establishment and evolution of numerous secondary institutions across the region. From Oxnard High School's inauguration in 1902 to the recent addition of Del Sol High School in 2023, OUHSD has continually adapted to accommodate the area's burgeoning student population.

Furthermore, the city's educational ecosystem extends to five K-8 school districts, serving as feeders into OUHSD, reflecting a commitment to comprehensive educational access. Notably, OUHSD's student body embodies the rich diversity of the region, reflecting a mosaic of cultural backgrounds and linguistic diversity.

Founded in 1901, the Oxnard Union High School District (OUHSD) commenced its educational legacy with the inauguration of Oxnard High School in 1902. Originating from a consolidation of elementary districts, OUHSD was established to provide comprehensive public education spanning grades 9 through 12. Initially, Oxnard High School served as the primary secondary educational institution for students across the Oxnard Plain and the Conejo Valley until 1956, when Adolfo Camarillo High School was inaugurated to accommodate the region's increasing population.

The district's growth trajectory mirrored the area's demographic expansion, evidenced by the rapid establishment of additional schools: Hueneme High School in 1960; Thousand Oaks in 1962; Rio Mesa in 1965; Channel Islands in 1966; and Newbury Park in 1967. In 1972, Frontier High School, a continuation school, utilized existing facilities at the former Oxnard Air Force Base (now Camarillo Airport) to provide educational opportunities.

Subsequent years witnessed further evolution in the educational landscape, including the unveiling of the modernized Oxnard High School campus on Gonzales Road in 1995 and the introduction of Pacifica High School in 2001, which quickly became the district's sixth and most populated school. In 2015, Rancho Campana High School opened its doors, marking the seventh high school in the district. Oxnard Middle College High School commenced operations on July 2, 2018, providing a unique educational pathway for students. The newest addition, Del Sol High School, welcomed approximately 500 9th-grade students in the fall of 2023. For the next 3 years Del Sol High School will welcome a new class of 9th graders, the first Senior class will graduate in 2027.

Serving the city of Oxnard and its surrounding communities, OUHSD interfaces with five K-8 school districts. Students from these districts

transition into OUHSD after completing the 8th grade, ensuring a seamless educational journey within the district's purview.

They are:

- Hueneme School District: Serves 7,140 students at 11 campuses in South Oxnard, Port Hueneme, and Oxnard beach neighborhoods.
- Oxnard School District: Serves 14,171 students at 21 campuses throughout Oxnard.
- Ocean View Elementary School District: Serves 2,191 students at 5 campuses in South Oxnard.
- Pleasant Valley School District: Serves 6,801 students at 12 campuses in Camarillo.
- Rio School District: Serves 5,189 students at 9 campuses in North Oxnard and El Rio.
- OUHSD partners with twenty-six (26) schools including CAPE and ACE charter schools and smaller districts such as Somis and Mesa Union along with private and charter schools.

The Oxnard Union High School District (OUHSD) oversees all public high schools in Oxnard, Camarillo, and Port Hueneme, along with the unincorporated regions of El Rio, Somis, Silver Strand, and Hollywood Beach. Within OUHSD, six comprehensive high schools cater to a total enrollment of 17,770 students, distributed as follows:

- Adolfo Camarillo High School (enrollment: 1,912)
- ACE Charter High School (enrollment: 249)
- CAPE Charter High School (enrollment: 583)
- Channel Islands High School (enrollment: 2,643)
- Hueneme High School (enrollment: 2,279)
- Oxnard High School (enrollment: 2,786)
- Pacifica High School (enrollment: 3,219)
- Oxnard Middle College High School (enrollment: 168)
- Rio Mesa High School (enrollment: 2,220)

Additionally, Condor High serves as an alternative school with 414 students, while Frontier High operates as a continuation school with 273 students. Oxnard Middle College High School, located on the Oxnard College campus, is in its fourth year of operation with 168 pupils. Impressively, Oxnard Middle College High School boasts a 100% graduation rate, with 82% of its students deemed UC (a-g) ready and 98% anticipated to graduate with an Associate in Arts degree. Rancho Campana High School, distinguished for its career-themed approach, serves a vibrant community of 840 students, offering tailored educational pathways to meet diverse aspirations. Complementing this, Anacapa Adult Transition School provides essential support to 152 post-secondary students with varying levels of special education needs. Moreover, within our district, a small cohort of three students is engaged in specialized programs at the district office, while 28 others benefit from educational opportunities in non-public school settings.

Embodying the rich tapestry of our region, district students reflect a remarkable diversity: 82.5% identify as Hispanic or Latinx, 8.7% as White, 3.2% as Filipino, 1.6% as Asian, and 1.1% as African American. Additionally, smaller percentages represent American Indian/Alaska Native, Pacific Islander, and two or more races, contributing to a vibrant multicultural environment. Furthermore, our district prioritizes equity and inclusivity, with 68.9% of students identified as socioeconomically disadvantaged. Notably, 59.5% of OUHSD students come from second language backgrounds, including 1.9% initially fluent, 16.5% English Learners (EL) (a 1.8% increase), and 41.0% Reclassified Fluent English Proficient (RFEP). Guided by OUHSD's Vision of Creating Prosperity through Equity, Inquiry, and Wellness, we are committed to nurturing college and career readiness through exemplary instructional practices and comprehensive wraparound services, fostering

students' social-emotional well-being and empowering their success.

Schools identified as Equity Multiplier Schools based on their high concentration of low-income student groups and non-stability rates:

Condor High School

Frontier High School

## Reflections: Annual Performance

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

Upon reviewing our annual performance with the California School Dashboard and localized metrics, we've seen significant growth alongside some areas for improvement, which shape our focus and priorities through the lens of our LCAP objectives:

### Goal 1: Instruction

This goal has led to significant improvements in educational outcomes, particularly for English Learners and Low-Income students, greatly surpassing our targets for graduation rates and AP/IB exam pass rates. The graduation rate for English Learners rose to 78.3%, surpassing the goal of 75%, and Low-Income students achieved a graduation rate of 88.8%, which also exceeded the target of 87.8%. Such success is largely attributable to enhanced teacher training programs and the expansion of advanced coursework offerings, which have not only bolstered teacher capabilities but have also enriched the quality of instruction and student engagement across our schools. These programs have facilitated a deeper understanding of the subject matter, encouraged innovative teaching methods, and fostered an environment conducive to academic excellence.

Some initiatives, like the Welcome Centers designed to support English Learner redesignation, faced delays due to ongoing construction, which impacted the effectiveness of these critical support services. Despite improvements in certain areas, the CAASPP scores identified a significant gap, with only 42.15% of students meeting or exceeding standards in English Language Arts, highlighting a critical need for targeted academic interventions. The goal to increase the number of State Seal Awards was not fully achieved, as the district secured 378 SSBs, falling short of the 485 target. This indicates a need for strategic adjustments to meet our set ambitions.

### Goal 2: College, Career, and Life Readiness

This goal saw substantial progress in increasing student enrollment in AP and IB courses, from 18.5% to 19.8% in 2024, with AP exam participation rates climbing to an impressive 98%. This indicates strong initiatives towards college readiness, preparing students effectively for post-secondary education challenges. However, this goal also faced challenges, particularly in fulfilling A-G requirements and FAFSA/CADAA completions. The completion rate for A-G requirements was only 40.2%, below the baseline of 44%, pointing to the need for enhanced support systems and resources to help students meet essential college entrance criteria.

### Goal 3: Multi-Tiered Systems of Intervention and Support

The implementation of robust Wellness Centers and the adoption of PBIS strategies significantly enhanced the school climate and effectively managed student behavior, contributing to a notable reduction in suspension rates. The impact of these initiatives was positively reflected in

the outcomes of the YouthTruth Survey, which showed improvements in the overall school climate. These measures have not only improved the day-to-day school environment but also fostered a more inclusive and supportive educational setting for all students.

Through a comprehensive review of these outcomes, it's evident that while we celebrate our successes, we also recognize the areas needing improvement. The district remains dedicated to refining its strategies and approaches to ensure that we not only meet but exceed our educational goals, providing every student with the opportunities to achieve in a supportive and enriching environment. We continue to focus on aligning our educational practices with the broader objectives of fostering an inclusive, rigorous, and engaging learning experience for every student in our district.

Despite these positive developments, the district faced challenges in reducing chronic absenteeism rates effectively, with targets not fully met, suggesting the necessity for enhanced strategies to boost student attendance and engagement.

In our review of low-performing schools and subgroups within the district, significant educational disparities are evident, impacting both performance and equity across our schools. This review focuses primarily on English Learner Progress, ELA and Mathematics performance, suspension rates, and graduation rates.

**English Learner Progress Indicator:** Among our schools, Frontier High School exhibited the most concerning performance rates for English Learners, with only 26.5% making expected progress. This contrasts with the somewhat better rates observed at Hueneme and Condor High Schools, at 28.8% and 36.4% respectively. These figures underscore a critical need for targeted instructional support and resource allocation to bolster English proficiency and academic achievement within this student cohort.

**ELA and Mathematics Indicators:** Disparities across these core academic subjects highlight significant challenges. Frontier High School, in particular, faces severe difficulties, with Distance from Standard (DFS) in ELA of -171.8. In mathematics, Oxnard High School's English Learners showed an even greater gap, with a DFS of -198.9, indicating challenges in meeting basic academic standards. These gaps not only reflect issues in curricular delivery and learning support but also point toward broader systemic challenges that need to be addressed through comprehensive academic strategies and interventions.

**Suspension Rates:** The discipline metrics reveal higher-than-expected trends, especially at Frontier High School, where the suspension rate reaches 15% across the student body, climbing even higher among English Learners and Low-Income students. Such high rates of disciplinary action can disrupt student learning and contribute to a negative school climate.

**Graduation Rates:** Regarding outcomes that culminate in graduation, Hueneme and Condor High Schools reported notably lower graduation rates for their English Learner populations. These statistics are critical as they not only reflect the culmination of ongoing educational efforts but also impact students' future educational and career opportunities. The lower rates highlight the urgent need for enhanced academic support and engagement strategies tailored to the needs of English Learners, ensuring they have the necessary tools and opportunities to complete their education successfully.

These insights not only highlight the district's successes but also frame the continuous areas for improvement. The Oxnard Union High School District remains committed to refining its strategies to better meet the educational needs of all students, particularly those in identified

low-performing groups, to ensure equitable opportunities for success. Through meticulous monitoring, evaluation, and strategic adjustments, the district strives to align its actions with its core mission of providing an inclusive and rigorous educational environment for all students.

Based on the 2023 California School Dashboard, the following areas were identified as lowest performing:

(1) School(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Channel Islands High (All student in lowest performance level) – ELA, Math,  
Hueneme High (All student in lowest performance level) – English Language Progress, ELA,  
Oxnard High (All student in lowest performance level) – ELA, Math  
Condor High (All student in lowest performance level) – English Language Progress, ELA, Math, Graduation  
Frontier High (All student in lowest performance level) – English Language Progress, ELA, Suspension, College/Career Readiness

(2) Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

ALL Students – Math  
English Learners – Suspension Rate  
Foster Youth – Suspension Rate  
Homeless (HOM) – ELA, Math, Suspension Rate  
Low-income (LI) – ELA, Math  
Hispanic (HI) – ELA, Math  
Student with Disabilities (SWD) – Suspension, College/Career Readiness

(3) Student group(s) within school(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Adolfo Camarillo High:  
ELA – SWD  
Math – SWD  
Suspension Rate – EL

ACE Charter High:  
Suspension Rate – LI, SWD, HI

Channel Islands High:  
ELA – ALL, EL, LI, SWD, HI  
Math – ALL, EL, LI, HI  
Suspension Rate – EL, SWD  
College/Career Readiness – SWD

Hueneme High:

English Language Progress – EL

ELA – ALL, LI, HI

Math – LI

Suspension Rate – SWD

Graduation Rate – EL

College/Career Readiness – EL, SWD

Oxnard High:

ELA – EL

Math – ALL, EL, LI, SWD, HI

Suspension Rate – SWD, AA

College/Career Readiness – SWD

Pacifica High:

Suspension Rate – HOM, SWD, WH

College/Career Readiness – SWD

Rio Mesa High:

Math – LI, SWD

College/Career Readiness – SWD

Condor High:

English Language Progress – EL

ELA – ALL, LI, HI

Math – ALL, LI, HI

Graduation Rate – ALL, LI, HI

College/Career Readiness – HOM, HI

Frontier High:

English Language Progress – ALL, EL

ELA – ALL

Suspension Rate – ALL, EL, HOM, LI, HI

College/Career Readiness – ALL, EL, HOM, LI, SWD, HI

(4) Addressing State Priority 7A-Access to a Broad Course of Study:

The Oxnard Union High School District is committed to addressing State Priority 7A - Access to a Broad Course of Study - through the following comprehensive approach:

During the 2022-23 school year, every school within the Oxnard Union High School District employed Synergy, the District's primary student information system, alongside Cardonex, a master scheduling platform, to guarantee students' access to a comprehensive course of study. Throughout the registration period and following grade-reporting intervals, special program counselors, academic counselors, and case managers consistently monitored students' progress towards graduation. This tracking, especially for unduplicated students and those with unique needs, was facilitated using Synergy. The Instructional Support Services and CTE Departments, in collaboration with the District Curriculum Committee, refresh the district's master course list annually. This ensures students benefit from a modern course selection that aligns with the UCOP's A-G course prerequisites, CA ED Code 51220, and the graduation stipulations set out in the Oxnard Union High School District's Board Policy 6146.1. The District vigilantly observes enrollment trends in various courses and programs like AP/IB, A-G, VAPA, and CTE. This oversight is detailed and encompasses various demographics such as ethnicity, socio-economic status, English proficiency, foster youth status, disabilities, and other subgroups to ensure inclusivity and equity in access.

The Oxnard Union High School District provides a robust educational experience aligned with CDE recommendations and UCOP's UC/CSU A-G requirements. Detailed reviews show equitable student enrollments across courses, with slight variations in CTE enrollments for English Learners and those with exceptional needs. The Oxnard Online's platform and alternative schedules bolster academic interventions. Students undertake four years of English Language Arts (ELA), ranging from ESL to AP courses. The three-year Math curriculum includes the 2nd term Integrated Math 1 course, emphasizing core mathematical skills. English Language Development (ELD) offers both sheltered and integrated courses, promoting comprehensive language acquisition. Science mandates a three-year study, ensuring students meet state and NGSS standards, with pathways to AP and IB courses. Two-year Physical Education (PE) and World Language (WL) courses are essential, complemented by diverse Visual and Performing Arts (VAPA) offerings. The District's CTE program focuses on equipping students with current job market skills, from health sciences to tech. Students explore careers, benefiting from classroom learning, practical projects, and internships. The IB Program at Rio Mesa and Del Sol High Schools introduces 9th and 10th graders to MYP courses, allowing upperclassmen the choice of DP courses or a full IB Diploma. Social Science/Ethnic Studies and Special Education (SPED) courses ensure comprehensive learning.

Given the results of the locally selected measures, and with the support of increased State and Federal funding directly aiding the development and implementation of the District's curricular program, the Oxnard Union High School District has identified no barriers preventing the LEA from providing access to a broad course of study for all students.

With strategic staffing and resource allocation changes, the Oxnard Union High School District has taken proactive measures to ensure that all students have unobstructed access to a broad course of study. The addition of a School Intervention Counselor focuses on academic support for at-risk students, while LIT Coaches bring expertise in pedagogical and assessment methodologies. To holistically address students' well-being, a Student Wellness Specialist has been added, fortifying the support structure of the new Student Wellness Centers at each campus. These measures aim to comprehensively address students' social-emotional needs, fostering an environment conducive to academic achievement. In a progressive step towards inclusivity and cultural understanding, the District has instituted a mandatory ethnic studies course for all 9th graders. This initiative, overseen and supported by the Instructional Specialist aligned to Social Sciences, ensures that students are introduced to diverse perspectives and histories, laying the foundation for a well-rounded education.

## Reflections: Technical Assistance

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

The OUHSD is eligible for technical assistance due to challenges identified in two student groups: Homeless students and students with disabilities. Our eligibility arises from very low performance on the CAASPP and high suspension rates among homeless students, as well as low performance on the suspension rate and College and Career Indicator (CCI) for Students with Disabilities. To address these challenges, we are implementing a comprehensive set of initiatives and actions.

For Homeless students, we are focusing on improving access to targeted academic interventions and enhancing support services. Our efforts include expanding tutoring programs, increasing the availability of mental health resources, and providing professional development for staff on trauma-informed practices. We are also leveraging partnerships with local agencies to offer housing and other essential services, ensuring that students' basic needs are met, which is crucial for their academic success.

For Students with Disabilities, we are enhancing our support systems through specialized professional development aimed at inclusive teaching practices and differentiated instruction. Our initiatives include the "Building the Base" program, which equips teachers with strategies for supporting students with diverse needs, and the implementation of the "Systematic ELD" curriculum to improve English language development for students with disabilities. We are focusing on reducing suspension rates by adopting restorative practices and increasing the use of positive behavioral interventions.

A central aspect of our approach involves conducting thorough data analysis to understand the root causes of low performance and high suspension rates in these student groups. This comprehensive analysis helps us identify specific issues and challenges faced by Homeless students and Students with Disabilities. Based on these findings, we are developing targeted action plans that address their unique needs, focusing on both academic and behavioral interventions. These plans are designed to provide tailored support that directly tackles the identified root causes, ensuring more effective and meaningful interventions.

We have also implemented a Multi-Tiered Systems of Support (MTSS) framework to provide a cohesive and comprehensive approach to addressing the academic, behavioral, and social-emotional needs of all students. This framework helps us identify and support students at various levels of need, from universal supports to more intensive interventions. By integrating data-driven decision-making and collaborative problem-solving, MTSS allows us to tailor interventions that meet the unique needs of each student, ensuring that all students, including those from underserved populations, have access to the resources and support they need to succeed.

We actively engage families and caregivers through workshops and informational sessions, fostering a collaborative approach to support our students. Our efforts are guided by a continuous improvement model, where we regularly analyze data, gather feedback, and adjust our strategies to ensure effectiveness. OUHSD will collaborate with the Ventura County Office of Education (VCOE) to better understand and address the factors contributing to the challenges faced by Homeless students and Students with Disabilities and develop strategies to support their unique needs. OUHSD is committed to creating an inclusive and equitable learning environment where all students, particularly those who are most vulnerable, can thrive and succeed.

# 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.

Frontier High School has been identified as a Comprehensive Support and Improvement school because of the low graduation rate. Condor High is identified as a Comprehensive Support and Improvement because it is a Low Performance 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.

The LEA shall engage with educational partners (including principals and other school leaders, teachers, and parents) at Condor and Frontier to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI. The Director of State and Federal programs consulted with the local county office and researched evidence based curriculum and interventions. For both sites, data analyzed were the Summative ELPAC data, Dashboard data, and English Learner Progress Indicator (ELPI). After being identified as Comprehensive Support Intervention (CSI) by the California Department of Education, District, Condor and Frontier High School administrators identified goals, needs, and measurable outcomes. On February 28, 2024, teachers, director, and school administrators, conducted a needs assessment and participated in a root cause analysis process. The goal was to improve the graduation rate for Frontier High and improve student results for Condor. The various ed partners discussed and analyzed DashBoard data and processes to address the red areas on the California DashBoard for Condor High. Frontier High continued the conversation on how to improve the graduation rate moving into the 2024-25 school year. At the meeting, it was identified for both sites that English learners need additional language support in order to meet the federal and state requirements of their annual measurable outcomes. Frontier High, 71% of the students are identified as English Learners and at Condor, 49% are identified as English Learners. Also noted and discussed was the low income indicator and effects on academics. 71% of the student population at Condor qualify for the National Lunch Program. 91.2% of Frontier High's student population is identified as low income. The CSI ed partners determined that daily language instruction and support would help students become English proficient. In addition, student progress would be monitored quarterly by the English Language Response Team (ELRT) for each school by monitoring D & F's and providing immediate support and necessary interventions. Students at both sites will be monitored by adult mentors monthly. The mentors will do grade and attendance checks, connect students to supports and resources at the sites and community organizations. Studies show parent/caregiver involvement increases student achievement, improves student attendance and student motivation. Sites will offer caregiver and student nights where they will participate in different activities. After school tutoring will be offered. Condor and Frontier staff's capacity to work with and instruct English learners will be addressed through professional development activities and attending specific conferences related to each site's identified needs.

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

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

Oxnard Union High School District has a system for continuous improvement which entails reviewing and analyzing summative and formative data. As a District, summative data is reviewed and data is reported to the trustees. The summative data compares historical data across all State Priorities. In addition, school administrators for Condor and Frontier perform individualized data chats with teachers regarding formative assessment data. The purpose is to evaluate the effectiveness of the program and to collect baseline data which will inform the teacher on how to move forward with instruction and intervene as necessary as a proactive approach. This informed analysis is used for ongoing decision making and is shared with all educational partner groups to gather input. Ongoing formative data will be collected. This information will be utilized by the teacher to monitor progress on each student and guide instruction.

The District currently engages with parent committee educational partner groups (i.e DELAC, SSC, ELAC) and gathers input to make program changes and monitor and evaluate the effectiveness of our current programs. The CSI plan emerged from the feedback and evaluation from the ed partnership meeting and the plan was shared with the parent committees and SSC.

There are two professional development days on the calendar to provide all staff needed training. The District builds the capacity of students, parents, and staff by regularly having educational partner meetings. Correspondence is sent out in English and in Spanish. Each site schedules in person meetings. By building the capacity of parents and students, there is continuous academic improvement for our students. Oxnard Union utilizes a multi-tiered procedure to monitor the progress of all students. Teachers record student participation, progress, attendance, and engagement. Staff will monitor the student progress with the formative and summative assessments for both the direct instruction and online instruction. In addition, the staff will report student progress at quarterly distinct data chats.

### Metrics:

Both Condor and Frontier High Schools will test 95% of their English learners using the Summative English Language Proficiency Assessments for California (ELPAC).

Both sites will increase the number of English Language Proficient students for Summative 2023-24 ELPAC. Condor from 17.24% to 22.24% and Frontier 1.87% to 12.87%.

Both sites will strive to close the graduation gap. The district's overall four year adjusted cohort graduation rate for all students is 89.5%.

Condor will maintain or improve by five points, 77.8% to 82.8%. Frontier will maintain or improve by five points, 74.3% to 78.3%.

Condor will work on improving graduation rates for all students, low income and Hispanic student groups who are in the red on the California Dashboard. Condor will work on improving the English Learner Progress Indicator from red to orange.

# 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
<p>Parents, students, union staff, certificated staff, classified staff, community members, site and district administrators, SELPA, and equity multiplier partners.</p>	<p>The district actively engaged educational partners through a mix of in-person and online meetings held at the district office. This included parents, students, teachers, union and classified staff, and site and district administrators. Meetings were well-publicized online and across all school sites during the fall and spring terms to encourage wide participation.</p> <p>Input was vigorously sought during these meetings and through online surveys at each session's end. We set up systems for educational partners to provide input, feedback, and recommendations, which were then reflected upon during program reviews led by Educational Services Department Directors.</p> <p>Review sessions during committee meetings focused on key metrics such as the CA Dashboard, interim assessments, and results from district-wide surveys. Reports from Educational Services Directors were shared, facilitating discussions in various advisory committees like the BAAEAC, DELAC, the Inclusivity Taskforce, LCAP PAC, LCAP DCC, and the Wellness Committee. These discussions aimed to enhance students' academic achievement, attendance, social-emotional health, and instructional quality.</p> <p>The process also featured All Partner Kickoff meetings and a special session for the Budget Overview for Parents (BOP) on May 2, to foster inclusive dialogue. Input was also collected during School Site</p>

Educational Partner(s)	Process for Engagement
	<p>Council and ELAC Meetings, LCAP PAC, and Superintendent Student Council meetings, as well as District Leadership Team meetings and collaborations with the Ventura County SELPA. The community had the opportunity to offer feedback via the district website, and the Governing Board was kept informed through public meetings and the district's weekly updates. A public hearing was held on May 29, 2024, with no public comments received. The OUHSD Board formally adopted the updates on June 17, 2024.</p> <p>OUHSD ensured a collaborative approach in developing the Annual Update for the 2023-24 LCAP by establishing structures where Educational Partners could reflect on and discuss the impact of LCAP actions. This review included both qualitative and quantitative data related to each of the three LCAP goals. Feedback specific to the LCAP was gathered during advisory committee meetings scheduled on specific dates throughout the year, significantly influencing the development of the 2023-2024 Annual Update of the LCAP. The detailed meeting dates for advisory committees were as follows: Black-African/American Educational Advisory Committee [BAAEAC] (10/17, 11/28, 01/30, 4/10, 05/08), District English Learner Advisory Committee [DELAC] (09/07, 10/05, 11/02, 12/07, 02/01, 03/09, 04/19, 05/09), Inclusivity Taskforce (10/17, 11/15, 12/20, 02/28, 03/28), LCAP Parent Advisory Committee [LCAP PAC] (10/17, 11/08, 12/06, 02/07, 03/14), LCAP District Consultation Committee [LCAP DCC] (10/17, 11/08, 12/13, 03/21, 04/18), and Wellness Committee (10/17, 10/11, 01/31, 04/25, 05/30).</p>

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

Goal 1:

Education partners expressed satisfaction with the quality of instruction, affirming that our instructional practices are effectively meeting students' needs. To build on this, we've prioritized initiatives like targeted professional development and the deployment of instructional content specialists and learning-instruction technology coaches. These actions are designed to refine instructional strategies and improve student outcomes, ensuring that all educators are equipped with the skills needed to support our diverse learners. We've also expanded our

Professional-Collaborative Learning program to foster a dynamic learning environment where educators can share insights, observe effective practices, and engage in critical discussions on teaching methods.

Accessibility, engagement, and equity were key focus areas as well. Respondents emphasized the need for an inclusive and engaging curriculum. We've addressed this by expanding advanced coursework opportunities and ensuring all students have access to extracurricular activities, clubs, and instructional technology. These efforts are designed to create a more equitable learning environment where all students can thrive. We've also updated our curriculum to be more standards-aligned and inclusive, ensuring it prepares students comprehensively for college, career, and life readiness.

Our professional development programs received positive feedback, and we are committed to continuing and expanding these efforts. This includes professional learning opportunities for culturally responsive teaching and enhanced training for Career Technical Education instructors. These initiatives support teachers in delivering high-quality, inclusive instruction that meets the diverse needs of our student population.

Based on the feedback from the Inclusivity Taskforce, we have recognized the necessity to provide professional development to both classified and certificated staff. To ensure a high level of expertise, we have partnered with inclusion experts to guide us in the following areas: 1. LGBTQIA+ 101: The Basics; 2. Practicing with Pronouns; and 3. Bystander Intervention. These sessions are designed to enhance understanding and proficiency among staff members in fostering an inclusive environment.

Our metrics were also shaped by educational partner feedback. We've refined our goals to include more disaggregated data points, allowing for a deeper analysis of our subgroups and unduplicated student groups. This ensures we have specific and measurable targets for student achievement and well-being, such as increasing graduation rates, reducing suspension rates, and improving proficiency in English Language Arts and Mathematics. Our equity multiplier goals focus on the unique challenges faced by our underserved student groups, incorporating specialized professional development, focused tutoring programs, and enhanced support services to ensure earning a high school diploma is the minimum achievement for all students.

#### Goal 2:

Support for high school diploma attainment and readiness for college, career, and life readiness was another prominent theme in the feedback. In response, we've focused on actions such as professional development on A-G requirements for teachers, counselors, and administrators. We're also providing presentations for students and parents on A-G requirements, and partnering with UC for transcript evaluation services. These initiatives are aimed at providing robust support systems to help students meet graduation requirements and prepare for post-secondary success.

The feedback highlighted the need for more diverse opportunities for college, career, and life readiness. In response, we've included actions to increase Career Technical Education participation, provide simulated work-based learning activities, and offer comprehensive college counseling services outside of school hours. These initiatives aim to provide students with the skills and experiences they need to succeed beyond high school, ensuring they are well-prepared for their future endeavors.

Discourse within the BAAEAC group has underscored the necessity of mentoring, networking, and leadership opportunities. Particularly, parents and caregivers are keen on students having chances to connect across the district. Through constructive dialogue with educational partners, the district effectively coordinated the inaugural BSU Conference, "Pride and Purpose". This event, led by OUHSD alumni, provided a platform for Black/African American students, as well as other interested students, to network, engage in discussions, hone leadership skills, and strategize for the upcoming school year. Furthermore, OUHSD extended support to a community partner by sponsoring an annual Historically Black Colleges and Universities tour over spring break.

#### Goal 3:

Support for diverse student groups was another critical area identified in the feedback. We've designed specific actions to address the needs of these groups, such as deploying bilingual paraeducators to support English Learners and intervention counselors to assist Foster Youth and Low-Income students. These actions are intended to ensure that all students receive the support they need to achieve their academic goals and foster a sense of belonging and inclusion.

We recognize the importance of using educational partner input in our decision-making process. This influenced the development of systemic processes to engage student voices and parental input, ensuring that our strategies are inclusive and reflect the community's needs. We've implemented regular feedback mechanisms, including surveys and focus groups, to continuously gather input and make data-driven decisions.

#### Goals 4 & 5:

Educational partner feedback has been key in shaping our equity multiplier goals for Frontier and Condor High Schools. Insights from parents, students, teachers, and community members highlighted the need to better address the challenges faced by our underserved student groups. In response, we've refined our metrics to include more disaggregated data points, giving us a clearer view of subgroup performance. For both schools, our goals now focus on specific targets for increasing graduation rates, reducing suspension rates, and improving proficiency in English Language Arts and Mathematics. The actions we've implemented, such as specialized professional development for teachers, targeted tutoring programs, and enhanced support services, are designed to tackle the needs identified by our educational partners. These steps aim to create a more supportive and equitable educational environment, ensuring all students have the resources and opportunities to thrive.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	The Oxnard Union High School District is committed to enhancing and refining its instructional program. Our goal is to support every student in achieving, at minimum, a high school diploma while also preparing them comprehensively for college, career, and life. To realize this, we are focusing on adopting more targeted, inclusive, and engaging instructional strategies, supported by a curriculum that is academically rigorous and responsive to the diverse needs of our students, including Foster Youth, English Learners, Long-Term English Language Learners, and Low-Income students. We are dedicated to expanding professional development opportunities, enhancing bilingual proficiency, and increasing parental and community engagement, all aimed at promoting academic excellence and equipping students with the essential skills for lifelong success.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

The updated Goal 1 of the Oxnard Union High School District's LCAP for 2024-25 reflects a comprehensive strategy derived from a detailed analysis of the latest California School Dashboard data and feedback from educational partners. This broad goal aligns with our commitment to enhancing educational outcomes across the district, ensuring that every student is equipped for future academic and career success, particularly addressing the needs of English learners, foster youth, long-term English learners, and low-income students.

Through meetings and surveys with parents, students, teachers, and staff, we gathered valuable insights that shaped our approach. Partners highlighted the need for more equitable grading practices, enhanced EL strategies across all subjects, and continuous teacher training in culturally responsive and inclusive teaching methods. This input led to the inclusion of more disaggregated data points, allowing us to take a deeper look at the performance of subgroups and unduplicated students. We've set specific targets for graduation rates, suspension rates, and proficiency in English Language Arts and Mathematics, ensuring our actions are directly aligned with the needs identified by our community. This collaborative approach ensures that our strategies are both comprehensive and targeted, addressing the diverse needs of our student population.

Last year's performance analysis revealed both successes and areas needing continued attention. Professional development initiatives and expansions in AP and IB programs have notably improved teacher capabilities and student achievement, as evidenced by increased graduation rates and AP/IB exam pass rates. Specifically, English learner graduation rates exceeded the target, rising to 78.3%, and low-income students achieved an 88.8% graduation rate, surpassing their goal of 87.8%.

Despite these successes, the implementation of Welcome Centers faced delays due to ongoing construction. While there were enhancements in state seal recognitions, with 378 State Seal of Biliteracy Awards earned, we fell short of our target of 485, highlighting areas for strategic improvement. Continued efforts are needed to address the gaps in CAASPP performance, where only 42.15% of students met or exceeded standards in English Language Arts, significantly below our target of 54%. This underlines the ongoing requirement for targeted academic support to lift student performance to meet established goals.

In response to these findings, we have broadened our objectives under Goal 1 to include not just academic achievement but comprehensive support mechanisms that address educational disparities. This includes refining instructional methods, expanding professional development opportunities, and enhancing school-home partnerships. These strategies are critical in fostering an educational environment that supports all students, especially those who are traditionally underserved.

By aligning these initiatives with the Board's overarching educational goals, particularly Goal 1 - INSTRUCTION, we reaffirm our commitment to high standards and continuous improvement. This alignment ensures our strategies are not only responsive to immediate educational needs but are also proactive in anticipating and preparing for future educational challenges. Through this broad and inclusive approach, we are committed to setting a strong foundation that promotes academic excellence and prepares all students for successful futures.

Our metrics were also shaped by educational partner feedback. We've adjusted our goals to include more specific and measurable targets for student achievement and well-being. This includes increasing graduation rates to 95% overall, 83% for English learners, and 90% for low-income students. We aim to reduce the dropout rate to 5% and improve proficiency in English Language Arts and Mathematics to 54% and 25%, respectively.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Re-Designated Fluent English Proficient (RFEP) percentage	Source: 2023-24 district data 19.39% RFEP			Source: 2026-27 district data 25% RFEP	
1.2	English Learner	Source: 2023 CA Dashboard			Source: 2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress Indicator: Percent of students Moderately developed (3) and above on ELPAC	Moderately developed = 39.63% Well developed = 17.41%			Moderately developed = 45% Well developed = 25%	
1.3	High school graduation rates	Source: 2023 CA Dashboard  All = 89.6% EL = 78.3% FY = 74.1% HOM = 87.5% LI = 88.8% SWD = 76%			Source: 2026 CA Dashboard  All = 92.5% EL = 80% FY = 77% HOM = 92.5% LI = 90% SWD = 81%	
1.4	SBAC English Language Arts Increase the percentage of ALL students scoring Standard Exceeded & Standard Met	2022-23 ed-data.org  All: 42.15% Met or Exceeded EL: 4.5% Met or Exceeded FY = Data not available due to the number of FY students LI = 35.46% Met or Exceeded			2025-26 ed- data.org  All: 50% Met or Exceeded EL: 15% Met or Exceeded FY = Data not available due to the number of FY students LI = 45% Met or Exceeded	
1.5	SBAC Mathematics Increase the percentage of ALL students scoring	2022-23 ed-data.org  All:			2025-26 ed- data.org  All:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standard Exceeded & Standard Met	15.01% Met or Exceeded EL: .78% Met or Exceeded FY: Data not available due to the number of FY students LI: 9.84% Met or Exceeded			25% Met or Exceeded EL: 10% Met or Exceeded FY: Data not available due to the number of FY students LI: 20% Met or Exceeded	
1.6	SBAC – CA Statewide Assessment Science  Percentage of student performing at Standard Met and Standard Exceeded  (State Priority 4A)	Source: 2022-23 Dataquest  ALL: 11.49% EL: 12.49% FY: Student group too small to report HOM: 10.84% LI: 9.36% SWD: 1.85%			Source: 2025-2026 Dataquest  ALL: 35% EL: 35% FY: Student group too small to report HOM: 35% LI: 35% SWD:35%	
1.7	Number of Graduates Earning:  State Seal of Biliteracy Golden State Seal of Merit (GSSM) State Seal of Civic Engagement (SSCE)	2022-23 ed-data.org  SSB: 378 GSSM: 958 SSCE: 2			2025-26 ed-data.org  SSB: 550 GSSM: 1,250 SSCE: 100	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	<p>Implementation of the academic content and performance standards adopted by the State Board</p> <p>Rating Scale (lowest to highest):            1 - Exploration and Research Phase            2 - Beginning Development            3 - Initial Implementation            4 - Full Implementation            5 - Full Implementation and Sustainability</p> <p>(State Priority 2A &amp; 2B)</p>	<p>Source: 2022-2023, CA Dashboard Local Indicators</p> <p>Standards &amp; Rating            ELA-CCSS: 4            ELD (Aligned to ELA): 4            Mathematics-CCSS: 3            Next Generation Science Standards: 4            History-Social Science: 3            Career Technical Education: 3            Health Education Content Standards: 4            Physical Education Model Content Standards: 4            Visual and Performing Arts: 4            World Language: 4</p> <p>Professional Development, Instructional Materials, Policy &amp; Program Support:            Majority of areas in 4, with Mathematics and History-Social Science in 3</p> <p>Engagement of School Leadership:            Identifying professional learning needs of</p>			<p>Source: 2025-2026, CA Dashboard Local Indicators</p> <p>Standards &amp; Rating            ELA-CCSS: 5            ELD (Aligned to ELA): 5            Mathematics-CCSS: 4            Next Generation Science Standards: 4            History-Social Science: 4            Career Technical Education: 4            Health Education Content Standards: 5            Physical Education Model Content Standards: 4            Visual and Performing Arts: 5            World Language: 5</p> <p>Professional Development, Instructional Materials, Policy &amp; Program Support:            ELA-CCSS: 5            ELD (Aligned to ELA): 4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>teachers/staff as a whole: 4</p> <p>Identifying professional learning needs of individual teachers: 4</p> <p>Providing support for teachers on standards not yet mastered: 3</p>			<p>Mathematics-CCSS: 4</p> <p>Next Generation Science Standards: 4</p> <p>History-Social Science: 4</p> <p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5</p> <p>Identifying professional learning needs of individual teachers: 5</p> <p>Providing support for teachers on standards not yet mastered: 4</p>	
1.9	<p>Student access to standards-aligned instructional materials</p> <p>(State Priority 1B)</p>	<p>Source: 2022-23 CA Dashboard Local Indicators</p> <p>Percent of students WITHOUT access to their own copies of standards-aligned instructional materials</p>			<p>Source: 2025-2026 CA Dashboard Local Indicators</p> <p>Percent of students WITHOUT access to their own copies of standards-</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for use at school and at home: 0%			aligned instructional materials for use at school and at home: 0%	
1.10	Fully credentialed and appropriately assigned teachers  (Priority 1A)	Source: 2022-23 CA Dashboard Local Indicators Report  Clear Teaching Credential: Percentage of teachers teaching full-time: 81.7%  Comparison to Statewide Average: Below			Source: 2025-26 CA Dashboard Local Indicators Report  Clear Teaching Credential: Percentage of teachers teaching full-time: 95%  Comparison to Statewide Average: Average	
1.11	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation  The percentage of students with IEPs served inside the regular class 80% or more of the school day  (State Priority 7C)	Source: 2023-24 Fall CALPADS Report 16.13  ALL: 40%			Source: 2026-27 Fall CALPADS Report 16.13  ALL: 55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Increase the number of students earning grades (Q2/S1).	Source: 2023-24 Synergy SIS School Year  A-C grades (Q2/S1) = 81.2%			Source: 2026-27 Synergy SIS School Year  A-C grades (Q2/S1) = 85%	
1.13	Increase the number of students earning A-C grades (Q2/S1).	Source: 2023-24 Synergy SIS  All: A-C grades = 81.2% EL: A-C Grades = 67.4% FY: A-C Grades = 71.1% LI: A-C Grades = 75.9%			Source: 2026-27 Synergy SIS  All: A-C grades = 85% EL: A-C Grades = 75% FY: A-C Grades = 75% LI: A-C Grades = 80%	
1.14	Facilities in Good Repair–Facilities Inspection Tool  Instances where facilities do not meet the “Good Repair” standard  (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators  Deficiencies and Extreme Deficiencies: 0			Source: 2025-2026 CA Dashboard Local Indicators  Deficiencies and Extreme Deficiencies: 0	

# 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	Professional Development	<p>Required Action: Targeted and sustained professional learning initiatives designed to meet the specific learning needs of all learners. These professional development initiatives aim to support the development and implementation of instructional strategies that address the unique challenges and requirements of at-risk student groups. By focusing on fostering first-best instruction and providing support personnel, educators will be equipped with the knowledge, skills, and resources necessary to provide accessible, engaging, equitable, and rigorous curriculum through instructional practices that ensure the academic progress of all students.</p> <p>The English Learner Progress Indicator (ELPI) highlights the need for targeted support in schools like Hueneme, Condor, and Frontier High Schools, where a significant percentage of English learners struggle to meet progress benchmarks. English Language Arts (ELA) and Mathematics performance metrics reveal substantial gaps in proficiency</p>	\$2,875,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>across several schools, particularly among low-income, homeless, and Hispanic students. These discrepancies are evident in schools like Adolfo, Channel Islands, Hueneme, Oxnard, Condor, and Frontier High Schools, indicating the need for improved instructional strategies and resources.</p> <p>Graduation rates at Hueneme and Condor High Schools demonstrate the need for focused interventions to support English learners and low-income students in completing their high school education. The College/Career indicator also underscores the necessity for enhanced support for students with disabilities across various schools, including Channel Islands, Hueneme, Oxnard, Pacifica, Rio Mesa, Condor, and Frontier High Schools.</p> <p>This action aligns with both our Differentiated Assistance and CSI plans by providing targeted professional development to address the specific needs of our Homeless students and Students with Disabilities, who have been identified as needing additional support. For our CSI-identified schools, this professional development focuses on evidence-based instructional strategies aimed at improving CAASPP scores, particularly for these student groups.</p>		
1.2	Welcome Centers	<p>Continue developing and expanding Welcome Centers. The Welcome Centers will provide identified academic, social, and emotional support for English Learners, Foster Youth, and Low-Income students. Placement assessments and related services to school and community resources are shared and, in some cases, provided to ensure the academic and social-emotional progress of Foster, English learners, and Low-Income Students.</p> <p>This action supports both our Differentiated Assistance and CSI plans by providing targeted support for English Learners, Foster Youth, and Low-Income students, as well as Homeless students. The Welcome Centers serve as a crucial resource for these students, addressing both academic and social-emotional needs that impact overall performance, particularly in our CSI-identified schools.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Learner Literacy Professional Development	<p>Required action: Enhance professional development for teachers by integrating California ELD standards with content standards. This initiative aims to equip educators with comprehensive training and resources tailored to effectively address the educational needs of English Learners and Long-Term English Learners. The primary goal is to empower teachers to implement more effective instruction by utilizing the English Language Proficiency Assessments for California (ELPAC) in conjunction with content learning. This will involve incorporating ELD standards directly into content areas, thereby improving students' academic skills in listening, speaking, reading, and writing, ensuring they can fully access and engage with the curriculum.</p> <p>Professional learning activities will include workshops and training sessions where teachers will learn to use ELPAC rubrics and interim assessments to enhance their teaching practices. These sessions are designed to provide practical strategies for merging language development with content mastery, ensuring that learning experiences are relevant, comprehensive, and accessible. To support teachers in implementing these strategies effectively, the initiative will also include the provision of support personnel.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for the following student groups, schools, and identified state indicator: English Learner Progress Indicator (ELPI). The focus will be on English Language Learners, including Long-Term English Language Learners, at Hueneme HS, Condor HS, and Frontier HS.</p> <p>As part of our technical assistance, Differentiated Assistance, and CSI efforts, this action specifically targets the improvement of English Learner progress. The integration of ELD standards with content standards is an evidence-based approach to enhance EL achievement, which supports our overall goals for improving outcomes for all student groups.</p>	\$550,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
<p><b>1.4</b></p>	<p>Language Acquisition Programs - Redesignation of English Learners</p>	<p>The enhancement of ELPAC administration and the integration of designated and integrated ELD teachers are district-wide efforts aimed at improving English language proficiency among English Learners and particularly Long-Term English Learners. By facilitating data-driven job-alike sessions across the district, this initiative fosters a collaborative environment for educators to share effective practices and refine instructional strategies, thereby ensuring a uniform approach to language assessment and instruction across all schools. The inclusion of bilingual paraeducators will provide targeted support to English Learners, enhancing their language development and helping to bridge communication gaps in the classroom.</p> <p>This action supports our Differentiated Assistance and CSI efforts by focusing on improving outcomes for English Learners. By enhancing language acquisition programs and redesignation processes, we aim to accelerate academic progress and improve overall school performance, particularly in our CSI-identified schools.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>	<p>\$6,222,500.00</p>	<p>Yes</p>
<p><b>1.5</b></p>	<p>California Assessment of Student Performance and Progress (CAASPP)</p>	<p>Required Action: To ensure comprehensive preparation for the California Assessment of Student Performance and Progress (CAASPP), we will embed targeted instructional strategies throughout the school year, prioritize ongoing support, and nurture a readiness culture among students. Special attention will be given to advancing the academic achievements of Foster Youth, English Learners, students with disabilities, Long-Term English Learners, and Low-Income Students. Through</p>	<p>\$40,000.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>deliberate curriculum planning, differentiated instruction, and vigorous promotion of assessment literacy, we aim to arm all students with the necessary skills and knowledge to excel in the CAASPP assessments. This action is central to fulfilling Goal 1's commitment to instructional excellence. By intensifying our preparation efforts for the CAASPP assessments, we champion the academic prowess of all students, particularly those from Foster Youth, English Learners, Long-Term English Learners, and Low-Income backgrounds. Employing specific instructional practices and consistent support mechanisms, we strive to thoroughly prepare students to meet and surpass the challenges presented by these assessments, which is crucial for their academic development and success.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups, schools, and state indicators. For the English Learner Progress Indicator (ELPI), we focus on Condor High, Frontier High, and Hueneme High. In English Language Arts, we are addressing the needs of low-income, homeless, and Hispanic students district-wide, as well as at specific schools like Adolfo Camarillo High, Channel Islands High, and Oxnard High. In Mathematics, we are targeting overall student performance and particularly low-income, homeless, and Hispanic students, as well as students with disabilities at schools like Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, Condor High, and Frontier High. Our efforts also extend to improving graduation rates for English learners at Hueneme High and overall graduation rates at Condor High. For College/Career readiness, our focus is on students with disabilities district-wide and at schools such as Channel Islands High, Hueneme High, Oxnard High, Pacifica High, Rio Mesa High, Condor High, and Frontier High. These targeted efforts are designed to address the specific needs of our most vulnerable student groups and ensure they receive the support necessary to succeed academically.</p> <p>As part of our Differentiated Assistance and CSI efforts, this action specifically targets the improvement of CAASPP performance for Homeless students and Students with Disabilities, which has been identified as an area of need. The targeted strategies and ongoing support aim to address achievement gaps for these vulnerable student groups in</p>		

Action #	Title	Description	Total Funds	Contributing
		both our district-wide Differentiated Assistance plan and in our CSI-identified schools.		
<b>1.6</b>	Advanced Placement (AP) and International Baccalaureate (IB)	To elevate the academic achievement and readiness of our students, we will continue to channel resources into enhancing our Advanced Placement (AP) and International Baccalaureate (IB) programs. This initiative focuses on supporting AP and IB teacher professional development and streamlining the administration of AP and IB examinations. Emphasis will be placed on addressing the unique educational needs of Foster, English Learner, and Low-Income Students. By ensuring our teachers are well-prepared and equipped to deliver highly engaging and relevant curriculum content, we aim to create an environment where teachers can effectively inspire and connect with all students, thereby enhancing their educational experience and outcomes.	\$100,000.00	Yes
<b>1.7</b>	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Continue to allocate resources towards enhancing the outreach, application, assessment, and award presentation processes for the CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement. This initiative directly contributes to our instructional excellence by elevating the academic and civic achievements of all learners, with an emphasis on Foster, English Learners, and Low-Income Students, ensuring they are thoroughly prepared for future academic, career, and life challenges.	\$10,000.00	Yes
<b>1.8</b>	Instructional Content, Librarians & Program Specialists	Provide support to all teachers and students through the work of Instructional Content Specialists and librarians. These specialists are dedicated to enhancing instructional strategies and improving student engagement and achievement. Their responsibilities include facilitating the integration of technology into the classroom, providing professional development, coaching and mentoring, curriculum development and support, and supporting the use of data to inform teaching practices. They will collaborate closely with teachers on both individual and group bases to foster an environment of continuous improvement and innovation in teaching methods. The specialists will also play a crucial role in the	\$1,525,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administration and analysis of state and local assessments, aiding in the development and evaluation of curriculum changes to better meet the needs of diverse student groups. Program specialists will support special education teachers, ensuring they have the resources and guidance needed to effectively address the unique challenges faced by their students. Librarians will contribute by enhancing access to digital and print resources, supporting literacy initiatives, and collaborating with teachers to integrate research and information skills into the curriculum.		
<b>1.9</b>	Learning Instruction Technology Coaches	To enhance teacher and student support across the district, Learning Instruction Technology (LIT) Coaches will be deployed, focusing on elevating student engagement and achievement. They will facilitate the integration of technology into classrooms, enabling educators to effectively use digital resources to improve instructional practices. Working closely with Site Principals and the Director of Instructional Support Services, LIT Coaches will develop, implement, and evaluate innovative instructional strategies, fostering collaboration among educators through both one-on-one coaching and group workshops. Their primary goal is to leverage technology to enhance instructional delivery and student engagement. By offering professional development and conducting in-service training on various topics, as well as supporting the implementation of state and local assessments through data collection and analysis, these coaches will directly contribute to the district's overarching goal of enhancing student outcomes.	\$3,600,000.00	Yes
<b>1.10</b>	Learning Support Systems	Deploy educational technology tools across all schools. This initiative specifically targets improving educational outcomes for Foster, English Learner, and Low-Income students by ensuring they have comprehensive access to both the core curriculum and essential supplemental supports. The action involves equipping classrooms with the latest educational technology that facilitates interactive learning and enables personalized instruction. This effort will be supported through continuous professional development for teachers and the provision of support personnel, ensuring they are proficient in integrating technology effectively into their teaching practices to enhance student engagement and understanding. The district will employ regular assessments and feedback mechanisms to monitor the	\$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>usage and effectiveness of educational technologies, adapting strategies as necessary to optimize their impact on student learning.</p> <p>Deploy educational technology tools across all schools. This initiative specifically targets improving educational outcomes for Foster, English Learner, and Low-Income students by ensuring they have comprehensive access to both the core curriculum and essential supplemental supports. The action involves equipping classrooms with the latest educational technology that facilitates interactive learning and enables personalized instruction. Continuous professional development for teachers will be provided through programs such as Oxnard U, CUE, and other Ed Tech learning support services, ensuring educators are proficient in integrating technology effectively into their teaching practices to enhance student engagement and understanding. Support personnel will also be available to assist with the implementation. The district will employ regular assessments and feedback mechanisms to monitor the usage and effectiveness of educational technologies, adapting strategies as necessary to optimize their impact on student learning.</p>		
<b>1.11</b>	Educational Technology Subscriptions	EdTech subscriptions to equip all students with electronic materials that are essential for fostering equitable, rigorous, accessible, and engaging learning experiences, with an emphasis on supporting the academic progress of Foster, English Learner, and Low-Income students, ensuring they have consistent access to educational content that meets their unique learning needs. These subscriptions offer materials in multiple languages, catering particularly to newcomers among the English Learner population, thus facilitating better comprehension and engagement.	\$3,000,000.00	Yes
<b>1.12</b>	School Home Communication	Enhance school-to-home communication by utilizing a range of platforms including telephone, voice messages, radio, social media, and traditional paper forms, along with services like ParentSquare, Remind, and the district website. These tools are employed to maximize efficiency and accessibility, ensuring all families are consistently informed and engaged with the school community.	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Parent/Guardian Trainings	<p>Required Action: Enhance educational partner engagement by delivering workshops designed to equip partners with the necessary skills and knowledge to support the academic journey of students, especially targeting groups such as Foster Youth, English Learners, Low-Income, and Homeless students. This action aims to deepen the involvement of educational partners by offering tailored training that empowers them to effectively assist students in their studies and engage more constructively with families from diverse backgrounds. By strengthening these partnerships, the district enhances the overall educational support system, facilitating improved academic outcomes for students facing the greatest challenges.</p> <p>To address the lowest performance (red indicator) on the Dashboard, our focus is on specific student groups and state indicators. For the English Learner Progress Indicator, we are concentrating on Hueneme High, Condor High, and Frontier High. In English Language Arts, our support extends to English Learners at Channel Islands High, Hueneme High, and Oxnard High, and includes Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, Condor High, and Frontier High. Our efforts in Mathematics target English Learners at Channel Islands High and Oxnard High, as well as Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, and Condor High. We're also addressing graduation rates for English Learners at Hueneme High and College/Career Readiness for English Learners at Hueneme High and Frontier High. In addition, we are tackling suspension rates for English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and focusing on Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High. These targeted efforts are designed to address the specific needs of our English Learners, Low-Income, and Homeless students, ensuring they receive the support necessary to succeed academically and thrive in their educational environments.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Parent Liaison	<p>Required Action: Parent Liaison to organize district-wide parental events, conferences, and initiatives such as the Parent Project, aiming to enhance the academic and social-emotional development of Foster Youth, English Learners, Low-Income, and Homeless students. This action focuses on strengthening family engagement and providing parents with the tools they need to effectively support their children’s education. By fostering a collaborative environment between home and school, Parent Liaisons will play a crucial role in promoting educational equity and ensuring that all students have the support necessary to succeed academically and emotionally.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For the English Learner Progress Indicator, we are focusing on Hueneme High, Condor High, and Frontier High. In English Language Arts, our support extends to English Learners at Channel Islands High, Hueneme High, and Oxnard High, as well as Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, Condor High, and Frontier High. For Mathematics, our efforts target English Learners at Channel Islands High and Oxnard High, and include Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, and Condor High. We're also addressing graduation rates for English Learners at Hueneme High and College/Career Readiness for English Learners at Hueneme High and Frontier High. Additionally, we are tackling suspension rates for English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and focusing on Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High. These targeted efforts are designed to address the specific needs of our English Learners, Low-Income, and Homeless students, ensuring they receive the support necessary to succeed academically and thrive in their educational environments.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Professional Collaborative Learning	<p>Required Action: Implement an enhanced professional-collaborative learning program, integrating Lesson Study, Instructional Rounds, and job-like sessions. Educators will have opportunities to share insights, observe effective practices, and engage in critical discussions on teaching methods, focusing on refining instructional strategies across various disciplines. This approach aims to improve teaching quality and student learning outcomes for all students, with a special emphasis on English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students. By enhancing instructional efficacy and student engagement through continuous inter-departmental cooperation, we are committed to providing an inclusive and effective learning environment.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For the English Learner Progress Indicator (ELPI), our focus includes Hueneme High, Condor High, and Frontier High. In English Language Arts, we are supporting English Learners at Channel Islands High, Hueneme High, and Oxnard High, along with Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, Condor High, and Frontier High. For Mathematics, our efforts target English Learners at Channel Islands High and Oxnard High, as well as Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, and Condor High. We're also addressing graduation rates for English Learners at Hueneme High and supporting these groups in their college and career readiness efforts. These targeted initiatives are designed to address the specific needs of our English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students, ensuring they receive the necessary support to succeed academically and thrive in their educational environments.</p>	\$100,000.00	Yes
1.16	Intervention Counselors	Required Action: Restorative Intervention Counselors (RICs) will provide targeted support to English Learners, Foster Youth, and Low-Income	\$1,400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students, enhancing their academic and social-emotional outcomes. These counselors will develop personalized intervention plans, addressing the specific needs of at-risk students and facilitating access to both in-school and community-based support services. By conducting individual assessments, RICs will tailor interventions to improve students' academic performance and emotional well-being, ensuring that each student receives the necessary resources to succeed. This initiative will integrate counselors into the school environment to work closely with existing academic staff, thereby creating a cohesive support network that promotes student resilience and educational equity.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For the English Learner Progress Indicator, we focus on Hueneme High, Condor High, and Frontier High. In English Language Arts, we are targeting English Learners at Channel Islands High, Hueneme High, and Oxnard High, and addressing the needs of Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, Condor High, and Frontier High. For Mathematics, our efforts are concentrated on English Learners at Channel Islands High and Oxnard High, as well as Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, and Condor High. We're also addressing graduation rates for English Learners at Hueneme High and College/Career Readiness for English Learners at Hueneme High and Frontier High. Additionally, we are focusing on suspension rates for English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and for Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High. These targeted efforts are designed to meet the specific needs of our English Learners, Foster Youth, Low-Income, and Homeless students, ensuring they receive the support necessary to succeed academically and thrive in their educational environments.</p> <p>This action aligns with our Differentiated Assistance and CSI plans by providing targeted intervention support for our most at-risk students, including Homeless students and Students with Disabilities. The Restorative Intervention Counselors play a crucial role in addressing both</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>academic and behavioral challenges, which are often root causes of school underperformance.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
<b>1.17</b>	Standards Aligned Curriculum	<p>Required action: Updating and drafting new course curriculum that aligns to the the State Standards as well as prepares all students for college, career, and life readiness. This initiative will focus on ensuring that curricular content is standards-aligned, relevant, and rigorous, involving a broad range of education partners in its development and evaluation. Special attention will be directed towards the needs of English Learners, Long-Term English Learners, Foster Youth, and Low-Income students to guarantee equitable access to educational opportunities and resources. Curriculum revision will address key academic areas, integrating essential skills and knowledge to enhance college and career readiness. This comprehensive approach is designed to improve various metrics, such as graduation rates, SBAC scores in English Language Arts and Mathematics, and other local indicators that reflect effective curriculum implementation and student achievement.</p>	\$10,000.00	Yes
<b>1.18</b>	Instructional Content Specialists - English Language Development	<p>Required Action: To support integrated and designated English Language Development teachers and English Learner and Long-Term English Learner students, Instructional Content Specialists aligned to English Language Development will be provided. These specialists are dedicated to enhancing instructional strategies and improving student engagement and achievement. Their responsibilities include integrating technology into the classroom, providing professional development, and supporting data-driven teaching practices. By working closely with teachers on both individual and group levels, these specialists foster an environment of continuous improvement and innovation in teaching methods. They also play a crucial role in administering and analyzing state and local assessments, aiding in curriculum development to better meet the needs of diverse student groups.</p>	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This required action addresses the lowest performance (red indicator) on the Dashboard for the following student group and state indicators. For the English Learner Progress Indicator, we are focusing on Hueneme High, Condor High, and Frontier High. In English Language Arts, support is targeted at English Learners in Channel Islands High, Hueneme High, and Oxnard High. In Mathematics, efforts are concentrated on English Learners at Channel Islands High and Oxnard High. Additionally, we are addressing graduation rates for English Learners at Hueneme High and College/Career Readiness for English Learners at Hueneme High and Frontier High. By focusing on these specific areas, we ensure that English Learners receive the necessary support to succeed academically and thrive in their educational environments.</p>		
1.19	Academic Intervention and Remediation	<p>Provide academic interventions, including the GED program. This initiative is designed to support students needing credit and skill remediation through comprehensive programs like Oxnard Online. The ongoing efforts focus on helping students meet graduation and A-G certification requirements while improving essential academic skills. By continuously developing curriculum, providing staffing, and ensuring effective coordination, the initiative creates a robust online learning environment. It targets students at risk of falling behind, enhancing their readiness for future academic challenges and opportunities. Support staff play a crucial role in offering personalized assistance and guidance to ensure each student's success.</p>	\$2,250,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The Oxnard Union High School District is committed to preparing every student for success in college, career, and life readiness. This broad goal focuses on refining and enhancing our programs. We aim to provide all students with comprehensive learning experiences that are engaging, inclusive, and rigorous. Our dedication extends to equipping students with essential skills for post-secondary success and active citizenship. By expanding opportunities for advanced coursework, improving support systems for college and career planning, and increasing engagement with local industries, we are dedicated to fostering a learning environment that not only promotes academic excellence but also prepares students for future success.	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 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Oxnard Union High School District has revised Goal 2 for the 2024-25 LCAP to address evolving educational needs and ensure students are prepared for post-secondary education and career challenges. This update stems from a thorough analysis of the latest California School Dashboard data and constructive feedback from educational partners, highlighting significant areas for improvement in college and career readiness programs.

Through meetings and surveys with parents, students, teachers, and staff, we gathered valuable insights that shaped our approach. Partners emphasized the importance of a structured strategy for UC A-G course completion and the financial aid application process. This input revealed critical gaps that required a more organized approach to our educational strategy. Participation in AP and IB programs increased, with enrollment rising to 19.8%, and 98% of these students took AP exams. However, foundational support in course completion and college application processes still needed additional support.

Career Technical Education (CTE) programs exceeded expectations with a concentrator participation rate of 28.5% and a capstone rate of 13.2%. Despite this success, the A-G coursework completion rates and financial aid application processes fell short of our goals, highlighting the need for targeted interventions to support students in these crucial areas.

In response to these findings, Goal 2 now focuses on improving academic performance and integrating robust support systems to help students navigate post-secondary education and career opportunities. This includes better guidance for financial aid applications and expanding partnerships with local businesses to provide practical, real-world experiences.

We have broadened professional development for educators to support diverse learners, enhanced student guidance for financial aid applications, and increased real-world learning opportunities through new partnerships. These initiatives aim to make our educational system more inclusive and accessible, ensuring every student can achieve their full potential.

Our metrics were also shaped by educational partner feedback. We've adjusted our goals to include more specific and measurable targets for student achievement and readiness. This includes improving UC A-G course completion rates, increasing participation in AP and IB programs, and enhancing support for financial aid applications. Our approach is comprehensive and targeted, addressing the diverse needs of our student population.

By aligning these strategic initiatives with the Board's overarching Goal 2 - COLLEGE AND CAREER READINESS, we ensure a comprehensive approach that addresses both immediate and long-term challenges. This strategic alignment is crucial for maintaining high standards and fostering continuous improvement, setting a strong foundation for our students to succeed in an increasingly complex global society.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rate  Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements  (State Priority 4B)	Source: 2022-23 CA Dashboard  ALL: 35.3% EL: 11.7% FY: 7.4% HOM: 23.6% LI: 30.1% SWD: 7.6%			Source: 2025-2026 CA Dashboard  ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	<p>A-G AND Career Technical Education (CTE) Completion Rates</p> <p>Percentage of students in the combined four- and five-year graduation rate who met UC/CSU requirements AND completed at least one CTE Pathway requirements</p> <p>(State Priority 4D)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>ALL: 13% EL: 4.1% FY: 7.4% HOM: 9.9% LI: 10.9% SWD: 2.5%</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>ALL: 25% EL: 25% FY: 25% HOM: 25% LI: 25% SWD: 25%</p>	
2.3	<p>College/Career Indicator (CCI)</p> <p>Percentage of students in the combined four- and five-year graduation rate who are prepared for success after high school which includes both college and career measures</p> <p>(State Priority 4G)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>Prepared ALL: 38% EL: 11.6% FY: 12% HOM: 26.3% LI: 32.5% SWD: 8.1%</p> <p>Approaching Prepared ALL: 23.7% EL: 21.6% FY: 4% HOM: 20.2% LI: 24.9% SWD: 30.4%</p> <p>Not Prepared ALL: 38.3%</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>Prepared ALL: 50% EL: 50% FY: 50% HOM: 50% LI: 50% SWD: 50%</p> <p>Approaching Prepared ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 50%</p> <p>Not Prepared</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 66.8% FY: 84% HOM: 53.5% LI: 42.6% SWD: 61.5%			ALL: 50% EL: 75% FY: 90% HOM: 70% LI: 60% SWD: 75%	
2.4	Career Technical Education (CTE) Completion Rate  Percentage of students in the combined four- and five-year graduation rate who completed at least one CTE Pathway requirements  (State Priority 4C)	Source: 2022-23 CA Dashboard  ALL: 26% EL: 16.6% FY: 7.4% HOM: 22.8% LI: 24.6% SWD: 18.5%			Source: 2025-2026 CA Dashboard  ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 25%	
2.5	Free Application for Federal Student Aid (FAFSA) and CA Dream Act Application (CADAA)  Percentage of students in the combined four- and five-year graduation rate who submitted their applications  (State Priority 8)	Source: 2022-23 studentaid.gov  ALL: 74%			Source: 2025-26 studentaid.gov  ALL: 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	<p>Advanced Placement (AP) Exams</p> <p>Number and percentage of students in the combined four- and five-year graduation rate who scored 3 or higher on two AP Exams</p> <p>(State Priority 4G)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>ALL: (338) 21.4%            EL: 3.4%            FY: 33.3%            HOM: 14.5%            LI: 17.2%            SWD: 2.1%</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>ALL: 40%            EL: 10%            FY: 50%            HOM: 30%            LI: 35%            SWD: 10%</p>	
2.7	<p>College Credit Course</p> <p>Number and percentage of students in the combined four- and five-year graduation rate who completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p>(State Priority 4H)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>ALL: (175) 11.1%            EL: 13.8%            FY: 33.3%            HOM: 5%            LI: 9.2%            SWD: 18.8%</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>ALL: 25%            EL: 30%            FY: 50%            HOM: 15%            LI: 25%            SWD: 35%</p>	
2.8	<p>High School Dropout Rates</p> <p>Four-Year Adjusted Cohort Outcome</p>	<p>Source: 2022-23 DataQuest</p> <p>ALL: 5%            County: 4%</p>			<p>Source: 2025-2026 DataQuest</p> <p>ALL: 2%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5D)	State: 6.5%				

## 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	Professional development on A-G	Required Action: Professional development on A-G-related practices for teachers, counselors, and administrators is essential to support Foster Youth, English Learners, and Low-Income students in successfully completing A-G courses. This action focuses on equipping our educators with the necessary skills and knowledge to guide students through the requirements of A-G coursework, which is critical for college and career readiness.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action supports our Differentiated Assistance and CSI plans to improve College/Career Indicator (CCI) performance, particularly for Students with Disabilities. By enhancing educator capacity to support A-G completion for this student group, we aim to address the college readiness gaps identified in our Differentiated Assistance process and in our CSI schools.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For College/Career Readiness, our focus includes supporting English Learners at Hueneme High and Frontier High, and Low-Income and Homeless students at Frontier High. We are also addressing the needs of Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. These targeted efforts are designed to improve the college and career readiness of our Foster Youth, English Learners, Low-Income, and Homeless students, ensuring they have the opportunities and resources to achieve their full potential. By strengthening our professional development initiatives, we aim to create a more supportive and effective educational environment for all students.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
2.2	A-G Pathways Support	<p>Presentations will be provided to students and parents on A-G requirements to support Foster Youth, English Learners, and Low-Income students in understanding the importance of successfully completing A-G courses. This action aims to ensure that these students and their families are well-informed about the coursework needed for college eligibility, fostering greater awareness and preparedness. By educating students and parents on these requirements, we help to create a supportive environment that encourages academic success and college readiness.</p> <p>Partnering with UC on reports for Transcript Evaluation Services and California Colleges EDU is essential to support Foster Youth, English Learners, and Low-Income students in understanding and monitoring their progress in meeting A-G requirements. This partnership provides valuable</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>insights and tools to track academic progress, ensuring students are on the right path to fulfill college eligibility requirements.</p> <p>By leveraging these resources, we aim to enhance students' awareness of their academic standing, helping them make informed decisions about their coursework. This initiative aligns with Goal 2 by fostering a supportive environment where students can effectively navigate the complexities of their academic journey, ultimately increasing their chances of college admission and success. Through this collaborative effort, we are committed to promoting educational equity and ensuring that all students have the resources they need to achieve their post-secondary goals.</p>		
2.3	Academic support for A-G courses	<p>Required Action: Academic support such as tutoring is crucial to ensure the academic success of Foster Youth, English Learner, and Low-Income students in A-G courses. This action focuses on providing targeted tutoring to help these students meet the rigorous demands of A-G coursework, which is essential for college and career readiness. By offering specialized academic support, we aim to bridge the gap and ensure all students have the opportunity to excel academically and pass their college-prep courses with a grade of C- or better. Offering A-G recovery course sections specifically for Foster Youth, English Learners, and Low-Income students is crucial to ensure these students have the chance to meet A-G requirements. This action is all about providing additional course sections to help students recover credits and stay on track for graduation. By making these courses available, we aim to support students in meeting the necessary requirements for college and career readiness.</p> <p>As part of our Differentiated Assistance and CSI efforts, this action provides targeted academic support to improve A-G completion rates for Students with Disabilities and other underperforming groups. This directly impacts our CCI performance, which was identified as an area of need in our Differentiated Assistance process and is crucial for our CSI-identified schools.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For</p>	\$380,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>College/Career Readiness, our focus includes supporting English Learners at Hueneme High and Frontier High, and Low-Income and Homeless students at Frontier High. We are also addressing the needs of Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. These efforts are designed to improve the academic outcomes of our Foster Youth, English Learners, Low-Income, and Homeless students, ensuring they have the necessary academic support to succeed in A-G courses. By implementing comprehensive tutoring programs, we aim to provide a strong foundation for these students to achieve their academic goals and prepare for future success.</p> <p>This action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For College/Career Readiness, we're focusing on supporting English Learners at Hueneme High and Frontier High, and Low-Income and Homeless students at Frontier High. We're also addressing the needs of Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. On top of that, we're targeting graduation rates for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High. These efforts ensure our Foster Youth, English Learners, and Low-Income students have access to the A-G recovery courses they need. By implementing these additional course sections, we aim to help students recover credits, meet graduation requirements, and prepare for future academic and career success.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
2.4	CTE Teacher Support	Career Technical Education (CTE) instructors transitioning from industry to the educational setting will receive additional support in delivering effective instruction, developing curriculum, integrating technology, and addressing the needs of the whole child. This support includes targeted professional development to enhance their instructional capabilities and foster a comprehensive educational environment. By equipping CTE instructors with the necessary skills and knowledge, we aim to increase CTE	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		participation and completion rates and boost the percentage of graduates who meet the College/Career Indicator (CCI) Prepared standard.		
<b>2.5</b>	CTE Access and Participation	Support Career Technical Education (CTE) staffing needs to increase CTE program offerings that align with local labor workforce needs and build partnerships with businesses and post-secondary institutions. By doing so, we aim to increase CTE participation and completion rates and improve the College and Career Indicator. Expanding these programs ensures that students have access to relevant skills and training, better preparing them for future career opportunities and success.	\$1,000,000.00	Yes
<b>2.6</b>	CTE Work-Based Learning	Provide Career Technical Education (CTE) program instructional materials, supplies, lab equipment, and professional services. These resources will support simulated work-based learning activities and the application of technical skills aligned with industry standards. By enhancing our CTE programs with these essential tools and services, we aim to deliver hands-on, practical training that prepares students for real-world career opportunities.	\$100,000.00	Yes
<b>2.7</b>	FAFSA/CADAA Workshops	Provides extra time for Counselors and College and Career technicians to offer informational sessions about FAFSA/CADAA. We will organize workshops led by financial aid experts to guide students and parents through the FAFSA/CADAA application process. These sessions aim to ensure that students and their families are well-informed and supported in securing financial aid for college, fostering greater accessibility to post-secondary education.	\$10,000.00	Yes
<b>2.8</b>	Advanced Placement and International Baccalaureate	Ensure teachers have access to participate in AP Summer Institutes and IB summer training, attend presentations on test preparation, and collaborate to share best instructional practices and review test preparation materials. This initiative aims to enhance teachers' skills and knowledge, ultimately improving student performance in AP and IB courses.	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Access to AP/IB testing resources	Ensure students have access to high-quality study materials, online resources, and test practice platforms such as Alber IO, MyAP, and other educational websites. This initiative aims to provide students with the necessary tools and resources to succeed academically, particularly in preparing for standardized tests and advanced coursework.	\$10,000.00	Yes
2.10	Comprehensive counseling services	<p>Provide comprehensive counseling services to support Foster Youth, English Learners, and Low-Income students. This includes SAT preparation, essay writing workshops, financial aid assistance, academic counseling, and guidance to stay on track to graduate college, career, and life ready. Academic counselors will play a crucial role in offering personalized support, helping students develop their college and career plans, and ensuring they stay on course to meet their goals. Our objective is to ensure students have the support they need to navigate these critical steps successfully.</p> <p>This action supports both our Differentiated Assistance and CSI plans by providing comprehensive counseling services with a focus on improving college and career readiness outcomes for Students with Disabilities and other unduplicated students in our CSI-identified schools.</p> <p>This action targets the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For College/Career Readiness, we're focusing on English Learners at Hueneme High and Frontier High, and Low-Income and Homeless students at Frontier High. Additionally, we're addressing the needs of Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. We're also improving graduation rates for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High. By offering these comprehensive services, we aim to boost college readiness and success, ensuring that our Foster Youth, English Learners, and Low-Income students have the guidance and resources they need to achieve their higher education goals and successfully graduate.</p>	\$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
2.11	YouthTruth Survey	This action involves collaborating with the YouthTruth Student Survey to gather feedback from students, parents, and staff on college and career preparation, student engagement, and school culture. By collecting these insights, we aim to better understand and address the needs and experiences of our educational community, ultimately enhancing our programs and fostering a more supportive and effective learning environment.	\$85,000.00	Yes
2.12	College Orientation Programs & Dual Enrollment	This action engages parents and the broader community to support students' success in college coursework. We will host workshops for parents on how to academically support their children and provide students with counseling sessions on organizational skills, orientation programs, and college success strategies. We will also collaborate with high school principals, counselors, university admissions officers, and professors to increase the number of dual enrollment classes. This includes allocating time for high school and college counselors to plan schedules and recruit students and teachers. By combining these efforts, we aim to build a strong support network around students, ensuring they have the resources, guidance, and opportunities needed to excel in their academic pursuits.	\$50,000.00	Yes
2.13	College advisors and counselors	<p>Required Action: Provide college counselors and advisors, including EAOP Counselors from local higher-level institutions, at each school site to support Foster Youth, English Learners, and Low-Income students in navigating the college application process. This action focuses on ensuring these students have the guidance and resources they need to successfully apply to college, addressing barriers and streamlining the process.</p> <p>This action supports our Differentiated Assistance and CSI plans by providing dedicated college and career guidance to students, particularly Students with Disabilities. By ensuring that these students have access to personalized college planning support, we aim to improve our</p>	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>College/Career Indicator performance, a key metric in both our Differentiated Assistance process and school evaluation for CSI.</p> <p>This action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For College/Career Readiness, we're targeting English Learners at Hueneme High and Frontier High, and Low-Income and Homeless students at Frontier High. We're also supporting Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. Additionally, we're focusing on improving graduation rates for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High. By providing dedicated college counselors and advisors at each school, we aim to ensure our Foster Youth, English Learners, and Low-Income students receive the personalized support they need to navigate the college application process successfully. This comprehensive support system will help these students overcome challenges and increase their chances of enrolling in higher education.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
<b>2.14</b>	Equitable Grading Practices	Design and implement differentiated professional development to ensure teachers understand and effectively implement the grading policy. We will conduct training sessions and workshops, complemented by peer coaching where expert teachers support their peers. Presentations on grading practices will be provided to parents, guiding them on how to support their children. We will collaborate with consultants to promote equitable grading practices. These efforts aim to enhance teacher proficiency in grading, foster consistency, and ensure that grading policies are equitable and transparent for all educational partners.	\$100,000.00	Yes
<b>2.15</b>	AVID	Enhance academic performance and college readiness through the AVID (Advancement Via Individual Determination) program, focusing on students traditionally underrepresented in higher education. This initiative equips students with critical thinking, organizational skills, and academic	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>strategies for success. By continuously developing curriculum and providing professional development for teachers, AVID ensures effective implementation of its methodologies. Support personnel, including AVID coordinators and tutors, offer personalized assistance, mentoring, and college readiness resources, fostering a college-going culture.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	To enhance the effectiveness of our Multi-Tiered Systems of Intervention and Support, the Oxnard Union High School District remains committed to integrating student voices and refining our PBIS, inclusion, and wellness strategies to ensure academic achievement and social-emotional learning. To build powerful futures for every student, the Oxnard Union High School District will implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

This goal focuses on enhancing our Multi-Tiered Systems of Support (MTSS) to more effectively meet the diverse needs of our student population. Through recent survey data, we identified the need for focused inclusion and wellness initiatives. Feedback from our educational partners strongly supports intensifying efforts for our most at-risk groups, including Foster Youth, English Learners, and Low-Income students. By improving initiatives such as Positive Behavioral Interventions and Supports (PBIS) and expanding platforms to elevate student voices, we reaffirm our commitment to equity, inclusion, and comprehensive wellness.

Educational partner feedback highlighted satisfaction with the quality of instruction while emphasizing the importance of enhancing social-emotional and wellness supports within a nurturing educational environment. This aligns with the Board's focus and is essential for addressing current educational challenges and preparing our students for future academic and social success. Our commitment is further underscored by community suggestions such as providing specific resources to wellness center staff and implementing peer support programs, reflecting a collective vision for environments that nurture student well-being and academic achievement.

We have enhanced our support systems and actively involved students and the community in decision-making processes to create an inclusive atmosphere where every student feels valued and supported. This approach not only meets the Board's vision of fostering educational environments that promote equity and student empowerment but also demonstrates our deep commitment to preparing all students for successful futures, focusing particularly on their social and emotional well-being. The survey data serve as a crucial guide in this endeavor, ensuring our strategies are responsive to the evolving needs of our community.

As a broad goal, Goal 3 encompasses a wide range of strategies and initiatives aimed at addressing multiple aspects of student support, making it a comprehensive approach to ensuring overall student well-being. This goal is aligned with the Board's objective of promoting a

holistic educational environment where academic, social, and emotional needs are met, thereby fostering continuous improvement and high standards across the district.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>School Climate Student Survey</p> <p>Percentage of students responding “Agree or Strongly Agree”</p> <p>(State Priority 6C)</p>	<p>Source: 2023-24 YouthTruth Student Survey Results</p> <p>Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: 51%</p> <p>Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: 34%</p> <p>Culture: the degree to which students believe that their school fosters a culture of respect and fairness. ALL: 32%</p>			<p>Source: 2026-27 YouthTruth Student Survey Results</p> <p>Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: 75%</p> <p>Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: 50%</p> <p>Culture: the degree to which students believe that their school</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Participation Rate ALL: 40%			fosters a culture of respect and fairness. ALL: 50%  Student Participation Rate [Insert the proper section title] ALL: 80%	
3.2	School Average Daily Attendance Rate  (State Priority 5A)	Source: 2023-24 Q-SIS  ALL: 89.19% EL: 88.4% FY: 85.2% HOM: 86.6% LI: 91.4% SWD: 88%			Source: 2026-27 Q-SIS  ALL: 92% EL: 91% FY: 88% HOM: 90% LI: 94% SWD: 91%	
3.3	Chronic Absenteeism - Local Data  Percentage of students who are absent on 10 percent or more of the schooldays in the school year.	Source: 2023-24 Q-SIS  ALL: 29%			Source: 2026-27 Q-SIS  ALL: 15%	
3.4	Expulsion Rates (State Priority 6B)	Source: 2022-23 DataQuest  ALL: 0.4% EL: 0.9%			Source: 2025-26 DataQuest  ALL: 0.2% EL: 0.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 1.2% HOM: 1% LI: 0.6% SWD: 1%			FY: 0.5% HOM: 0.5% LI: 0.3% SWD: 0.5%	
3.5	Suspension Rates (State Priority 6A)	<p>Source: 2022-23 DataQuest</p> <p>Total percentage of students suspended</p> <p>ALL: 5.7% EL: 9.3% FY: 26.2% HOM: 9.2% LI: 6.7% SWD: 9.7%</p> <p>Percentage of one suspension events</p> <p>ALL: 69.2% EL: 70.2% FY: 50% HOM: 63.6% LI: 67.5% SWD: 60.1%</p> <p>Percentage of multiple suspension events</p> <p>ALL: 30.8% EL: 29.8% FY: 50% HOM: 36.4% LI: 32.5%</p>			<p>Source: 2025-26 DataQuest</p> <p>Total percentage of students suspended</p> <p>ALL: 2% EL: 4% FY: 12% HOM: 4% LI: 3% SWD: 4%</p> <p>Percentage of one suspension events</p> <p>ALL: 35% EL: 35% FY: 25% HOM: 30% LI: 30% SWD: 30%</p> <p>Percentage of multiple suspension events</p> <p>ALL: 15% EL: 15%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 39.9%			FY: 25% HOM: 17% LI: 15% SWD: 20%	
3.6	<p>Student access to standards-aligned instructional materials</p> <p>Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home</p> <p>(State Priority 1B)</p>	<p>Source: 2022-23 CA Dashboard Local Indicators</p> <p>ALL: 0%</p>			<p>2025-2026, CA Dashboard Local Indicators</p> <p>ALL: 0%</p>	
3.7	<p>Parent Involvement</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p>	<p>Source: 2022-23 CA Dashboard Local Indicators</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Average Rating Scale: 3.5</p> <p>Section 2: Building Partnerships for Student Outcomes</p>			<p>Source: 2025-26 CA Dashboard Local Indicators</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Average Rating Scale: 4.5</p> <p>Section 2: Building Partnerships for Student Outcomes</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 3A, 3B, 3C)	<p>Average Rating Scale: 3.5</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Average Rating Scale: 4.25</p>			<p>Average Rating Scale: 4.5</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Average Rating Scale: 5</p>	
3.8	<p>These priorities are specifically designed for elementary- and middle-school districts and do not apply to Oxnard High School Districts:</p> <p>Chronic Absenteeism (State Priority 5B)</p> <p>Middle School Dropout Rates (State Priority 5C)</p>	<p>CA Dashboard</p> <p>NA</p>			<p>CA Dashboard</p> <p>NA</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	Restorative Practices and PBIS	<p>Enhance the effectiveness of the Multi-Tiered Systems of Intervention and Support by refining and expanding Positive Behavioral Interventions and Supports (PBIS), inclusion practices, and wellness strategies. This action aims to integrate student voices and ensure the academic achievement and social-emotional learning of all students. The initiative seeks to cultivate a supportive and inclusive educational environment that fosters both academic success and emotional well-being. PBIS support personnel will be crucial in implementing and sustaining these efforts, providing targeted support and guidance.</p> <p>This action is a key component of our Differentiated Assistance and CSI plans to address high suspension rates for Homeless students and Students with Disabilities. Implementing restorative practices and PBIS are evidence-based approaches to improving school climate and reducing disciplinary incidents for these specific student groups and in our CSI-identified schools.</p> <p>This action will emphasize reducing suspension rates for student groups showing red performance indicators on the California School Dashboard, fostering a more inclusive and supportive school environment for all students. Specifically, we will address the high suspension rates for English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, as well as for Low-Income and Homeless students at Adolfo</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High.		
<b>3.2</b>	MTSS, Wellness, and Community Schools	<p>Implement and enhance the Multi-Tiered Systems of Intervention and Support, focusing on promoting diversity, equity, and inclusion across the school program. By incorporating insights and active participation from a broad range of educational partners, including support staff, we aim to adapt and improve intervention strategies. Support staff will play a critical role in executing this action, providing personalized assistance, resources, and ongoing support to ensure every student benefits from an equitable and supportive learning environment. This initiative will also leverage the community schools model to integrate academic, health, and social services, fostering a holistic approach to student well-being and success.</p> <p>This comprehensive action is central to both our Differentiated Assistance and CSI plans, addressing the multifaceted needs of Homeless students and Students with Disabilities, as well as other underperforming groups in our CSI-identified schools. By implementing robust MTSS and community school models, we aim to create a supportive environment that addresses both academic and non-academic barriers to student success.</p> <p>This action will emphasize reducing suspension rates for student groups showing red performance indicators on the California School Dashboard, fostering a more inclusive and supportive school environment for all students. Specifically, we will address the high suspension rates for English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, as well as for Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High.</p>	\$9,000,000.00	Yes
<b>3.3</b>	Chronic Absenteeism Interventions	Required Action: Implement targeted interventions to address chronic absenteeism, focusing on supporting Low-Income students, English Learners, and Foster Youth. This action aims to identify and mitigate the barriers that contribute to frequent absences among these student groups,	\$370,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ensuring that all students have equal opportunities to participate in and benefit from the educational offerings. Support personnel will be integral in providing the necessary guidance and resources to help these students overcome challenges that lead to absenteeism.</p> <p>While not directly tied to our Differentiated Assistance indicators, this action supports our overall efforts to improve outcomes for Homeless students and Students with Disabilities by addressing attendance issues. In our CSI-identified schools, this action targets chronic absenteeism, which often correlates with lower academic performance and behavioral issues.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators. For the English Learner Progress Indicator (ELPI), our focus includes Hueneme High, Condor High, and Frontier High. In English Language Arts, we are supporting English Learners at Channel Islands High, Hueneme High, and Oxnard High, along with Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, Condor High, and Frontier High. For Mathematics, our efforts target English Learners at Channel Islands High and Oxnard High, as well as Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, and Condor High. We're also addressing graduation rates for English Learners at Hueneme High and College/Career Readiness for English Learners at Hueneme High and Frontier High. Additionally, we are tackling suspension rates for English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and focusing on Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High. These targeted efforts are designed to address the specific needs of our English Learners, Low-Income, and Homeless students, ensuring they receive the support necessary to succeed academically and thrive in their educational environments.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		

Action #	Title	Description	Total Funds	Contributing
3.4	Cal Safe	Provide Cal Safe to all students who are pregnant or parenting students. A point of emphasis will be on Low Income, English Learners and Foster Youth. This is a drop out intervention with a goal of also increasing attendance.	\$510,000.00	Yes
3.5	Social Emotional and Culture Climate Student Survey	Maintain the implementation of a Student Social Emotional and Culture Climate survey to continue supporting academic and social-emotional progress. This survey is designed to gather student feedback on school climate and safety. The feedback received will be instrumental in ensuring that our schools provide a supportive environment for all students, especially those who are most vulnerable. The survey results will guide us in intensifying efforts to support our most at-risk groups, including Foster Youth, English Learners, and Low-Income students.	\$80,000.00	Yes
3.6	School Safety	Provide comprehensive safe school plans, procedures, and staff to support safety physically, socially, and emotionally. This includes conducting safety drills throughout the year, such as earthquakes, active assailant lockdowns, fire, and evacuation. Support personnel will be essential in implementing and maintaining these safety measures, ensuring a secure environment for all students and staff.	\$7,620,000.00	Yes
3.7	Music and Athletics	<p>Ensure English Learners, Low-Income Students, and Foster Youth have access to extracurricular activities, clubs, music/band, sports, after-school enrichment activities, instructional technology and school supplies, and other related essential supplies.</p> <p>This action supports both our Differentiated Assistance and CSI plans by ensuring equitable access to extracurricular activities for Homeless students, Students with Disabilities, and other unduplicated students. Engagement in these activities often correlates with improved attendance, behavior, and academic performance, supporting our overall goals for these student groups.</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
<b>3.8</b>	Student Voice	Continued development and implementation of a systemic process to engage and obtain student voices from diverse students, including Black/African American, Asian/Filipino/Pacific Islander, Latino/a, Indigenous populations, LGBTQIA+ students, and groups that have been traditionally underrepresented and underserved to ensure academic and social-emotional progress.	\$0.00	No
<b>3.9</b>	Parent Engagement	Development and implementation of a systemic process to engage and obtain parent, caregiver, and family input from diverse partners, including Black/African American, Asian/Filipino/Pacific Islander, Latino/a, Indigenous populations, LGBTQIA+ students and groups that have been traditionally underrepresented and underserved to ensure progress towards promote equity and student empowerment.	\$22,444.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Required Equity Multiplier Goal: Frontier High School is committed to significantly reducing the non-stability rate by improving the educational environment and student engagement. Our aim is to decrease the non-stability rate from 72.69% in 2022-23 to 50% by the end of the 2026-27 school year, ensuring a more stable and continuous educational experience. This focused goal will also foster better academic outcomes, as evidenced by improvements in secondary metrics such as performance in English Language Arts, Mathematics, graduation rates, and suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In crafting a focused equity multiplier goal for Frontier High School, the Oxnard Union High School District is addressing the critical issue of educational instability and low academic achievement among Low-Income students, as highlighted by the California School Dashboard. With a non-stability rate of 72.69%, a significant portion of our students are facing frequent disruptions in their educational settings. This instability hampers consistent academic engagement and achievement, making it imperative to implement targeted interventions. Our goal is to reduce this non-stability rate to 50% by the 2026-27 school year.

This goal complements our Differentiated Assistance and CSI plans by targeting the specific needs of our Homeless students and Students with Disabilities at Frontier High School. The actions within this goal are designed to address the root causes of underperformance in CAASPP scores, suspension rates, and CCI performance as identified through our Differentiated Assistance process, CSI comprehensive needs assessment, and educational partner engagement process. To address this, the goal is not only aimed at reducing the nonstability rate but also includes targeted improvements in academic and behavioral metrics critical to creating a supportive learning environment. These metrics are set to foster advancements in English Language Arts and Mathematics proficiency, aiming for a significant reduction in the Distance from Standard (DFS) in both subjects. The goal also aims to boost graduation rates to 82.1% and reduce suspension rates, both critical elements in creating a positive and supportive educational environment.

This goal exemplifies our commitment to tackling the unique challenges faced by all students at Frontier High School, as well as Low-Income students by creating a stable and supportive educational environment. By focusing on these specific areas, we aim to provide students with the continuity and support needed to enhance their educational outcomes. The strategic focus of this goal ensures that our interventions are precise and tailored, facilitating impactful and measurable improvements in student stability and overall achievement.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>SBAC – CA Statewide Assessment English Language Arts</p> <p>Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District</p> <p>ALL: -31.2 DFS</p> <p>Frontier High School</p> <p>ALL: -171.8</p> <p>LI: -169.8 DFS</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>Frontier High School</p> <p>ALL: 0 DFS</p> <p>LI: 0 DFS</p>	
4.2	<p>SBAC – CA Statewide Assessment Mathematics</p> <p>Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District</p> <p>ALL: -122.3 DFS</p> <p>Frontier High School</p> <p>ALL: -252.4 DFS</p> <p>LI: -251.1 DFS</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>Frontier High School</p> <p>ALL: -50 DFS</p> <p>LI: -50 DFS</p>	
4.3	High School Graduation Rates	Source: 2022-23 CA Dashboard			Source: 2025-2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5E)	District ALL: 89.6% Frontier High School ALL: 77.8% LI: 77.1%			Frontier High School ALL: 82% LI: 82%	
4.4	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard District ALL: 5.8% Frontier High School ALL: 15% LI: 15.5%			Source: 2025-2026 CA Dashboard Frontier High School ALL: 7% LI: 7%	
4.5	Nonstability Rate	Source: 2022-23 DataQuest District ALL: 11.4% Frontier High School ALL: 68.8%			Source: 2025-26 DataQuest Frontier High School ALL: 30%	

# 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	Professional Development	Required Action: Specialized professional development initiative designed to enhance the teaching skills necessary to meet the diverse academic needs of English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students. This program focuses on refining educators' abilities to adapt their teaching practices to better suit the varied educational needs within these student subgroups, thereby supporting their academic success and stability. Through these professional development sessions, teachers will be introduced to innovative instructional techniques that promote inclusivity and fairness in the classroom, ensuring that the unique challenges and barriers faced by each student are adequately addressed. This strategy aligns with our broader commitment to fostering an equitable educational environment where all students have the opportunity to excel.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators at Frontier High School. For the English Learner Progress Indicator (ELPI), we are focusing on improving outcomes for English Learners. In English Language Arts, we are targeting English Learners, Low-Income, and Homeless students who are currently struggling the most. For Mathematics, our efforts are aimed at English Learners, Low-Income, and Homeless students to bridge significant gaps. We are also addressing the graduation rates for English Learners, while our College/Career Readiness initiatives focus on English Learners at Frontier High. The suspension rates for English Learners, Low-Income, and Homeless students are a key focus, ensuring that these students receive the necessary support to thrive in a conducive learning environment.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
4.2	Tutoring	<p>Required Action: Focused tutoring program tailored specifically to bolster the educational attainment of English Learners, Hispanic students, Homeless students, Students with Disabilities, Foster Youth, and Low-Income students. Concentrating on critical areas like English Language Arts and Mathematics, this initiative will apply data-informed strategies to deliver personalized tutoring aimed at bridging proficiency gaps and reinforcing classroom instruction. These targeted tutoring efforts are set to substantially uplift proficiency in essential academic disciplines, significantly improving overall student achievement and performance.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators at Frontier High School. For the English Learner Progress Indicator (ELPI), our focus is on improving outcomes for English Learners. In English Language Arts, support is directed towards English Learners, Low-Income, and Homeless students to help close proficiency gaps. For Mathematics, the initiative targets English Learners, Low-Income, and Homeless students who are currently performing the lowest. Our focus also includes improving graduation rates for English Learners and enhancing College/Career</p>	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Readiness for English Learners at Frontier High. Efforts to reduce suspension rates for English Learners, Low-Income, and Homeless students are a key component, ensuring these students receive the support needed to succeed academically and stay engaged in their education.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
4.3	Professional Collaborative Learning	<p>Required Action: Professional-Collaborative Learning program featuring Lesson Study, Instructional Rounds, and job-alike sessions will be launched to foster a vibrant educational atmosphere. This program is designed to empower educators by facilitating the exchange of insights, showcasing effective teaching practices, and stimulating in-depth discussions about pedagogical techniques. The initiative aims to sharpen instructional strategies across different disciplines, significantly enhancing the quality of teaching and learning outcomes. It specifically targets English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students, ensuring that the educational approaches are finely tuned to meet the diverse needs of these student groups.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators at Frontier High School. For the English Learner Progress Indicator (ELPI), our focus is on improving outcomes for English Learners. In English Language Arts, support is directed towards English Learners, Low-Income, and Homeless students to help close proficiency gaps. For Mathematics, the initiative targets English Learners, Low-Income, and Homeless students who are currently performing the lowest. Our focus also includes improving graduation rates for English Learners and enhancing College/Career Readiness for English Learners at Frontier High. Efforts to reduce suspension rates for English Learners, Low-Income, and Homeless students are a key component, ensuring these students receive the support needed to succeed academically and stay engaged in their education.</p>	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
4.4	MTSS	Comprehensive behavior management and wellness programs that integrate Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning strategies. These programs aim to enhance the overall school climate and decrease suspension rates, fostering an environment that supports both academic and personal growth. With a specific focus on English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students, these initiatives will address the unique challenges faced by these subgroups, ensuring that all students benefit from a supportive and conducive learning atmosphere.	\$175,000.00	No
4.5	Bilingual Paraeducators	<p>Required Action: Enhance support for English Learners, especially newcomers, by deploying bilingual paraeducators. These paraeducators will provide crucial linguistic support within classrooms, offering translation services and personalized assistance to ensure students understand and engage effectively with the curriculum. This initiative aims to make rigorous academic content more accessible and support students in their English language acquisition. By incorporating bilingual paraeducators, Frontier High School is committed to fostering an inclusive educational environment where all students, regardless of language proficiency, have the support they need to succeed academically.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators at Frontier High School. For the English Learner Progress Indicator (ELPI), our focus is on improving outcomes for English Learners, particularly newcomers who need additional language support. In English Language Arts, we aim to enhance proficiency for English Learners, Low-Income, and Homeless students, ensuring they receive the necessary linguistic and instructional support. For Mathematics, the initiative targets English Learners, Low-Income, and Homeless students to help them overcome barriers to understanding complex concepts. Our focus also includes improving</p>	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>graduation rates for English Learners and boosting College/Career Readiness for this group at Frontier High. Efforts to reduce suspension rates for English Learners, Low-Income, and Homeless students are integral to this action, providing these students with the support they need to remain engaged and successful in their educational journey.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
<b>4.6</b>	Enhancing Student Access through Transportation	Implement a targeted transportation initiative to support students in consistently accessing school programs, with a special focus on reducing the nonstability rate. This action involves providing reliable transportation services for English Learners, Hispanics, the Homeless, Students with Disabilities, and Low-Income students. By ensuring that transportation barriers do not hinder student attendance, this program aims to enhance engagement and participation in school activities, thereby fostering an inclusive educational environment.	\$58,627.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Required Equity Multiplier Goal: Condor High School is committed to significantly reducing the non-stability rate by improving the educational environment and student engagement. Our aim is to decrease the non-stability rate from 65% in 2022-23 to 50% by the end of the 2026-27 school year, ensuring a more stable and continuous educational experience. This focused goal will also foster better academic outcomes, as evidenced by improvements in secondary metrics such as performance in English Language Arts, Mathematics, graduation rates, and suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In developing a focused equity multiplier goal for Condor High School, the Oxnard Union High School District is concentrating on the urgent issue of educational instability and low academic performance among socioeconomically disadvantaged (SED) students, as indicated by the California School Dashboard. With an observed non-stability rate of 65%, a significant number of our students are encountering frequent disruptions in their educational journey. This instability undermines consistent academic engagement and success, necessitating targeted interventions. Our objective is to lower this non-stability rate to 32% by the 2026-27 school year.

This goal complements our Differentiated Assistance and CSI plans by targeting the specific needs of our Homeless students and Students with Disabilities at Condor High School. The actions within this goal are designed to address the root causes of underperformance in CAASPP scores, suspension rates, and CCI performance as identified through our Differentiated Assistance process, CSI comprehensive needs assessment, and educational partner engagement process. To comprehensively address this challenge, the goal encompasses crucial academic and behavioral metrics aimed at creating a more supportive learning environment. These metrics include targets to cut the Distance From Standard (DFS) in English Language Arts and Mathematics by more than half, aiming for a DFS of 45 points and 90 points respectively. This goal also includes targets to raise the graduation rate to 83.5% and eliminate suspensions, efforts that are key to promoting a positive and conducive educational climate.

This focused goal exemplifies our commitment to tackling the unique challenges faced by SED students by creating a supportive educational environment. By concentrating on these specific areas, we aim to provide the necessary continuity and support to enhance their educational outcomes. The strategic focus of this goal ensures that our interventions are precise and tailored, facilitating impactful and measurable improvements in student stability and overall achievement.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	<p>SBAC – CA Statewide Assessment English Language Arts</p> <p>Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District – ALL: -31.2 DFS</p> <p>Condor High School</p> <p>ALL: -74.8 DFS LI: -93.1 DFS</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>Condor High School</p> <p>ALL: 0 DFS LI: 0 DFS</p>	
5.2	<p>SBAC – CA Statewide Assessment Mathematics</p> <p>Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District – ALL: -122.3 DFS</p> <p>Condor High School</p> <p>ALL: -161.9 DFS LI: -181 DFS</p>			<p>Source: 2025-2026 CA Dashboard</p> <p>Condor High School</p> <p>ALL: -50 DFS LI: -50 DFS</p>	
5.3	<p>High School Graduation Rates</p> <p>(State Priority 5E)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District – ALL: 89.6%</p>			<p>Source: 2025-2026 CA Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Condor High School ALL: 79.3% LI: 78.5%			Condor High School ALL: 85% LI: 85%	
5.4	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard District – ALL: 5.8% Condor High School ALL: 0.1% LI: 0.2%			Source: 2025-2026 CA Dashboard Condor High School ALL: 0.01% LI: 0.01%	
5.5	Nonstability Rate	Source: 2022-23 DataQuest District – ALL: 11.4% Condor High School ALL: 62.4%			Source: 2025-26 DataQuest Condor High School ALL: 30%	

# 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
5.1	Professional Development	Required Action: Specialized professional development designed to enhance the teaching skills necessary to meet the diverse academic needs of English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students. This program focuses on refining educators' abilities to adapt their teaching practices to better suit the varied educational needs within these student subgroups, thereby supporting their academic success and stability. Through these professional development sessions, teachers will be introduced to innovative instructional techniques that promote inclusivity and fairness in the classroom, ensuring that the unique challenges and barriers faced by each student are adequately addressed. This strategy aligns with our broader commitment to fostering an equitable educational environment where all students have the opportunity to excel.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators at Condor High School. For the English Learner Progress Indicator (ELPI), we are focusing on improving outcomes for English Learners, particularly those facing language acquisition challenges. In English Language Arts, we are targeting English Learners, Low-Income, and Homeless students who are currently struggling the most. For Mathematics, our efforts aim to bridge significant gaps for English Learners, Low-Income, and Homeless students. We are also addressing graduation rates for English Learners, ensuring they receive the support necessary to complete their high school education. Our College/Career Readiness initiatives are focused on English Learners at Condor High, preparing them for post-secondary success. The suspension rates for English Learners, Low-Income, and Homeless students are a key focus, ensuring that these students receive the necessary support to thrive in a conducive learning environment.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
5.2	Tutoring	<p>Required Action: Focused tutoring program tailored specifically to bolster the educational attainment of English Learners, Hispanic students, Homeless students, Students with Disabilities, Foster Youth, and Low-Income students. Concentrating on critical areas like English Language Arts and Mathematics, this initiative will apply data-informed strategies to deliver personalized tutoring aimed at bridging proficiency gaps and reinforcing classroom instruction. These targeted tutoring efforts are set to substantially uplift proficiency in essential academic disciplines, significantly improving overall student achievement and performance.</p> <p>This action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators at Condor High School. For the English Learner Progress Indicator (ELPI), our focus is on improving outcomes for English Learners, particularly those facing language acquisition challenges. In English Language Arts, support is directed towards English Learners, Low-Income, and Homeless students to help close proficiency gaps. For Mathematics, the initiative targets English</p>	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Learners, Low-Income, and Homeless students who are currently performing the lowest. Our focus also includes improving graduation rates for English Learners, ensuring they receive the support necessary to complete their high school education. Enhancing College/Career Readiness for English Learners at Condor High is a priority, preparing them for post-secondary success. Efforts to reduce suspension rates for English Learners, Low-Income, and Homeless students are a key component, ensuring these students receive the support needed to succeed academically and stay engaged in their education.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
5.3	Professional Collaborative Learning	<p>Required Action: Professional-Collaborative Learning program featuring Lesson Study, Instructional Rounds, and job-alike sessions will be implemented to foster a vibrant educational atmosphere. This program is designed to empower educators by facilitating the exchange of insights, showcasing effective teaching practices, and stimulating in-depth discussions about pedagogical techniques. The initiative aims to sharpen instructional strategies across different disciplines, significantly enhancing the quality of teaching and learning outcomes. It specifically targets English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students, ensuring that the educational approaches are finely tuned to meet the diverse needs of these student groups.</p> <p>This action addresses the lowest performance (red indicator) on the Dashboard for specific student groups and state indicators at Condor High School. For the English Learner Progress Indicator (ELPI), our focus is on improving outcomes for English Learners. In English Language Arts, support is directed towards English Learners, Low-Income, and Homeless students to help close proficiency gaps. For Mathematics, the initiative targets English Learners, Low-Income, and Homeless students who are currently performing the lowest. Our focus also includes improving graduation rates for English Learners and enhancing College/Career</p>	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Readiness for English Learners at Condor High. Efforts to reduce suspension rates for English Learners, Low-Income, and Homeless students are a key component, ensuring these students receive the support needed to succeed academically and stay engaged in their education.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
5.4	MTSS	<p>Comprehensive behavior management and wellness programs that integrate Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning strategies. These programs aim to enhance the overall school climate and decrease suspension rates, fostering an environment that supports both academic and personal growth. With a specific focus on English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students, these initiatives will address the unique challenges faced by these subgroups, ensuring that all students benefit from a supportive and conducive learning atmosphere.</p>	\$175,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$45,854,944	\$4,356,186

## 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
23.826%	0.005%	\$9,953.00	23.831%

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
1.1	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Ensuring that teachers are equipped with the necessary tools and strategies to implement California State Standards and equitable instructional practices remains essential to improving outcomes for unduplicated students.</p> <p>(i) Specific data points or evidence:</p>	Professional development is provided LEA-wide to ensure that all teachers, regardless of school site, have consistent access to high-quality training that supports implementation of the California State Standards, literacy and numeracy goals, and culturally responsive pedagogy. Focused support for teachers of English Learners, Foster Youth, and Low-Income students remains central to this approach. All sites benefit from aligned guidance via content specialists, LIT coaches, and site-based implementation planning.	<ul style="list-style-type: none"> <li>• SBAC ELA</li> <li>• SBAC Math</li> <li>• Graduation Rate</li> <li>• A–C Grades</li> <li>• RFEP Rate</li> <li>• ELPAC Growth</li> </ul>

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>In the 2025 OUHSD LCAP Survey, 43.3% of staff rated professional development as meeting their classroom needs “Somewhat Well” or “Very Well,” while 26.6% rated it as “Not Yet.” This indicates variability in satisfaction and alignment with instructional needs. Only 21.3% of respondents indicated full participation in PD opportunities.</p> <p>(ii) Feedback from educational partners: Survey responses noted preferences for professional development that is more tailored to classroom realities and provides time for practice, collaboration, and relevance to core instruction. Several stakeholders requested increased site-based and hybrid PD formats focused on state standards, literacy integration, and support for multilingual learners.</p> <p>(iii) How this action improves current practices: Year 1 efforts introduced a broader range of PD formats (e.g., hybrid, content-specific, equity-focused). Year 2 efforts expanded integration of ELD strategies across content areas and increased the use of instructional coaching aligned with MTSS and differentiated learner needs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(i) Specific types of skills or topics: Workshops include standards-aligned instruction, ELD integration, assessment literacy, use of edtech, differentiated supports, and culturally responsive teaching.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved instructional coherence, teacher efficacy, and access to engaging, standards-based learning environments are expected to contribute to gains in SBAC performance, graduation rates, and course outcomes for unduplicated student groups.</p>	
1.5	<p><b>Action:</b> California Assessment of Student Performance and Progress (CAASPP)</p>	<p>This action is implemented LEA-wide to ensure consistency in test readiness strategies across all schools, with focused supports for students</p>	<ul style="list-style-type: none"> <li>• SBAC ELA</li> <li>• SBAC Math</li> </ul>

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><b>Need:</b> Closing persistent achievement gaps on state assessments for English Learners, Low-Income students, and Students with Disabilities remains a district priority. Targeted SBAC preparation is necessary to improve performance in ELA and Mathematics and increase overall proficiency rates.</p> <p>(i) Specific data points or evidence: 2023–24 SBAC scores improved for all student groups but remained below desired levels: ELA increased from 42.15% to 46.27% (+4.12), and Math from 15.01% to 18.18% (+3.17). Low-Income students and English Learners continue to perform below district averages, reinforcing the need for sustained support.</p> <p>(ii) Feedback from educational partners: Stakeholder feedback emphasized the importance of test-preparation strategies that are embedded throughout the school year and not limited to one-time interventions. Teachers and families recommended aligning SBAC supports to grade-level curriculum, while students requested more digital practice tools and content review.</p> <p>(iii) How this action improves current practices: Year 1 focused on building awareness and launching initial test readiness campaigns. In Year 2, efforts expanded to include integrated instructional supports, and item analysis-based practice. Digital tools such as CAASPP</p>	<p>historically underperforming on the SBAC. All sites receive aligned pacing guides, common formative assessments, and test-prep resources tailored to meet the needs of unduplicated student groups.</p> <p>(i) Specific types of skills or topics: Supports include evidence-based reading strategies, math fluency, item type familiarity, digital test navigation, and growth-mindset coaching.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Aligned preparation efforts are expected to reduce performance anxiety, improve test-taking stamina, and increase the percentage of students meeting or exceeding standards on state assessments.</p>	<ul style="list-style-type: none"> <li>• RFEP Rate</li> <li>• Graduation Rate</li> <li>• A–C Grades</li> </ul>

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>practice interfaces and teacher-created review sessions were utilized.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.6</b></p>	<p><b>Action:</b> Advanced Placement (AP) and International Baccalaureate (IB)</p> <p><b>Need:</b> Increasing participation and success in Advanced Placement (AP) and International Baccalaureate (IB) coursework is critical to supporting college and career readiness for all students, particularly for English Learners, Low-Income students, and Students with Disabilities who are historically underrepresented in these programs.</p> <p>(i) Specific data points or evidence: In 2023–24, only 21.6% of students districtwide earned a score of 3 or higher on two or more AP exams. Disparities exist by subgroup: English Learners (4.2%), Low-Income students (17.1%), Students with Disabilities (3.1%), and Homeless Youth (15.5%). These outcomes point to persistent access and achievement gaps.</p> <p>(ii) Feedback from educational partners: Parents, site leadership teams, and student focus groups noted limited AP/IB offerings in some schools and a need for greater teacher training, academic supports, and awareness of</p>	<p>This action is offered on a schoolwide basis at AP/IB sites and LEA-wide through district-level coordination and professional development. Equity-based supports are prioritized for schools with higher percentages of English Learners and Low-Income students, helping to close gaps in advanced coursework participation and performance.</p>	<ul style="list-style-type: none"> <li>• % of students scoring 3+ on two or more AP exams</li> <li>• Graduation Rates</li> <li>• A–G Completion Rate</li> </ul>

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>advanced coursework options among students from underserved populations.</p> <p>(iii) How this action improves current practices: The district is expanding access to AP and IB courses and providing funding for exam fees, teacher training, and program coordination. Support includes targeted outreach, tutoring, and collaboration time for teachers to align instructional strategies and promote equity in rigorous coursework enrollment and success.</p> <p><b>Scope:</b> LEA-wide</p>		
1.7	<p><b>Action:</b> CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement</p> <p><b>Need:</b> Recognizing and incentivizing academic achievement for Low-Income students, English Learners, and other historically underserved groups through state seal attainment is essential to improving postsecondary readiness, academic motivation, and college application competitiveness.</p> <p>(i) Specific data points or evidence: In 2023–24, the number of students earning state seals significantly increased: Seal of Biliteracy (SSB) recipients rose from 378 to 538 (+160), Golden State Seal of Merit (GSSM) from 958 to 1,160 (+202), and State</p>	<p>This action is delivered LEA-wide to ensure equitable access to seal pathways across all schools. A consistent framework supports identification, tracking, and celebration of student success, with targeted efforts to engage English Learners and Low-Income students who qualify for multiple seals.</p> <p>(i) Specific types of skills or topics: Supports include writing proficiency, civic literacy, bilingual fluency, and community engagement projects aligned with SSCE criteria.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Recognition through state seals fosters academic confidence, increases A–G course completion, and improves college and scholarship competitiveness, especially for multilingual students.</p>	<ul style="list-style-type: none"> <li>• % of students earning the Seal of Biliteracy (SSB)</li> <li>• % of students earning the Golden State Seal of Merit (GSSM)</li> <li>• % of students earning the State Seal of Civic Engagement (SSCE)</li> </ul>

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>Seal of Civic Engagement (SSCE) from 2 to 41 (+39). These increases reflect expanded access and improved systems of identification and support.</p> <p>(ii) Feedback from educational partners: Educational partners, especially DELAC, school counselors, and instructional leaders, requested more proactive outreach to students eligible for seals, improved tracking tools, and clearer guidance on eligibility. Students expressed appreciation for the recognition and requested additional support earlier in high school to meet the criteria.</p> <p>(iii) How this action improves current practices: In Year 1, the district implemented new systems for early identification of eligible students and trained site teams on eligibility criteria. Year 2 builds on this with increased integration of seal pathways into academic planning, expanded bilingual supports, and targeted outreach to underserved populations, particularly for the SSCE.</p> <p><b>Scope:</b> LEA-wide</p>		
1.8	<p><b>Action:</b> Instructional Content, Librarians &amp; Program Specialists</p> <p><b>Need:</b> To improve academic outcomes and content-specific instructional quality for English</p>	<p>This action operates districtwide to ensure consistent academic and literacy supports for unduplicated students, regardless of school placement. The LEA-wide model facilitates vertical and horizontal alignment across departments and campuses, ensuring equitable instructional access.</p>	<ul style="list-style-type: none"> <li>• SBAC ELA</li> <li>• SBAC Math</li> <li>• A–C Grades</li> <li>• Graduation Rate</li> <li>• RFEP Rate</li> </ul>

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>Learners, Low-Income students, Foster Youth, and Students with Disabilities, the district requires ongoing curricular support, resource alignment, and literacy intervention led by content experts and credentialed librarians.</p> <p>(i) Specific data points or evidence: Graduation rates increased from 89.6% to 91.4%, with gains across student groups: English Learners (+5.7%), Foster Youth (+12.3%), Low-Income (+1.9%), and Students with Disabilities (+4.9%). SBAC ELA scores rose by +4.12 points, and math by +3.17 points. A–C grade attainment improved by +0.8 percentage points. ELPAC data showed that 46.2% of English Learners advanced at least one proficiency level in 2023–24.</p> <p>(ii) Feedback from educational partners: Teachers, counselors, and site administrators reported increased demand for co-planned units, literacy coaching, and equitable access to curated digital resources. Educational partners emphasized the importance of embedded support for multilingual learners and collaborative instructional planning, particularly in core content areas and library programming.</p> <p>(iii) How this action improves current practices: In Year 1, content specialists expanded co-teaching, Lesson Study, intervention planning, grading practices, and standards-aligned resource development. Librarians implemented targeted literacy support and information-literacy lessons. Year 2 continues</p>	<p>(i) Specific types of skills or topics: Focus areas include reading comprehension, disciplinary literacy, content scaffolding, academic vocabulary, research skills, and standards-aligned unit development.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Sustained instructional coaching and targeted library programming are expected to drive improvements in SBAC performance, reclassification rates, A–G readiness, and overall academic success for underserved students.</p>	<ul style="list-style-type: none"> <li>• ELPAC Scores</li> <li>• % of students earning SSB, GSSM, and SSCE</li> </ul>

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>this work with deeper site collaboration, multilingual support integration, and enhanced alignment between library services and instructional goals.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.9</b></p>	<p><b>Action:</b> Learning Instruction Technology Coaches</p> <p><b>Need:</b> Teachers across the district require sustained, job-embedded instructional coaching to meet the academic needs of English Learners, Low-Income students, Foster Youth, and Students with Disabilities. Data indicate a need for greater alignment to standards, stronger implementation of differentiated strategies, and improved instructional coherence.</p> <p>(i) Specific data points or evidence: From 2022–23 to 2023–24, SBAC ELA scores rose from 42.15% to 46.27% (+4.12), and math from 15.01% to 18.18% (+3.17). A–C grade attainment increased from 81.2% to 82.0% (+0.8). Graduation rates rose from 89.6% to 91.4%, with significant subgroup gains: English Learners (+5.7), Foster Youth (+12.3), and Students with Disabilities (+4.9). RFEP rates improved from 11.96% to 13.86%. 46.2% of English Learners advanced at least one level on the ELPAC.</p> <p>(ii) Feedback from educational partners:</p>	<p>This action is implemented across all district high schools to provide every teacher with access to consistent, high-quality instructional coaching. The LEA-wide approach ensures equity in capacity-building for schools serving unduplicated pupils.</p> <p>(i) Specific types of skills or topics: Instructional focus areas include standards-based lesson planning, grading practices, assessment methodology, equitable teaching practices, student engagement strategies, formative assessment design, scaffolding for multilingual learners, integrated ELD, and mastery-based grading.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved instructional design and implementation are expected to lead to increased student proficiency in core content, higher reclassification rates, improved course completion, and stronger college and career readiness outcomes.</p>	<ul style="list-style-type: none"> <li>• SBAC ELA</li> <li>• SBAC Math</li> <li>• A–C Grades</li> <li>• Graduation Rate</li> <li>• RFEP Rate</li> <li>• ELPAC Scores</li> <li>• % of students earning SSB, GSSM, and SSCE</li> </ul>

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>Staff surveys and site-based planning feedback indicated that teachers value coaching from LITs in lesson design, standards-aligned instruction, grading practices, assessment methodology, and classroom-based data analysis. Educators noted improved support through co-teaching, PLC facilitation, and focused ELD walkthroughs. Requests increased for targeted support in integrated ELD and literacy.</p> <p>(iii) How this action improves current practices: Year 2 deepens alignment with PLCs, emphasizes use of data to inform instruction, and expands access to co-planning cycles and model lessons tailored to site needs.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.10</b></p>	<p><b>Action:</b> Learning Support Systems</p> <p><b>Need:</b> To ensure consistent access to digital learning environments, hardware infrastructure must support equitable use of online platforms, intervention, and core instruction, including one-to-one devices, particularly for English Learners, Foster Youth, Low-Income students, and Students with Disabilities.</p> <p>(i) Specific data points or evidence: In 2023–24, 100% of classrooms across the district required updated instructional</p>	<p>This infrastructure support is implemented districtwide to ensure system-level equity. All students, regardless of site, require uninterrupted access to digital learning tools and platforms aligned to standards-based instruction and intervention delivery.</p> <p>(i) How the action addresses need and ensures equity: By improving system-wide connectivity and reliability, the action removes access barriers and ensures unduplicated students can fully participate in tech-enabled learning and interventions.</p> <p>(ii) Why it is provided on an LEA-wide basis:</p>	<ul style="list-style-type: none"> <li>• SBAC ELA</li> <li>• SBAC Math</li> <li>• A–C Grades</li> <li>• Graduation Rate</li> <li>• RFEP Rate</li> <li>• Attendance</li> <li>• % of students earning SSB, GSSM, and SSCE</li> </ul>

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>technology and one-to-one devices to support increased use of platforms like Canvas. Sites reported frequent disruptions or slowdowns in digital access during intervention sessions, disproportionately impacting unduplicated students.</p> <p>(ii) Feedback from educational partners: Surveyed staff and DELAC members emphasized the need for reliable internet access and device functionality as prerequisites for effective tutoring, digital curriculum delivery, and online credit recovery programs. Students also reported difficulty accessing materials from home due to lag or connectivity issues.</p> <p>(iii) How this action improves current practices: Year 2 prioritizes ensuring access to all edtech digital platforms for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The backend and connectivity systems serve all schools. As a foundational service, one-to-one devices must be supplied to all students.</p>	
<p><b>1.11</b></p>	<p><b>Action:</b> Educational Technology Subscriptions</p> <p><b>Need:</b> Equitable access to high-quality instructional technology remains critical for supporting differentiated instruction, digital citizenship, and student engagement, especially for unduplicated student groups. Maintaining consistent access to a vetted suite of digital tools ensures alignment to curriculum</p>	<p>This action is implemented LEA-wide to ensure all students and staff across the district have equitable access to instructional tools. Standardized access promotes consistency in instruction, professional development, and student support services.</p> <p>(i) Specific types of skills or topics: The tools support literacy (CommonLit, NoRedInk), mathematics (DeltaMath), LMS usage and communication (Canvas, ParentSquare), student</p>	<ul style="list-style-type: none"> <li>• SBAC ELA</li> <li>• SBAC Math</li> <li>• A–C Grades</li> <li>• Graduation Rate</li> <li>• RFEP Rate</li> <li>• Attendance</li> <li>• % of students earning SSB,</li> </ul>

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	<p>standards and addresses the diverse learning needs of Foster Youth, English Learners, and Low-Income students.</p> <p>(i) Specific data points or evidence: Stakeholder feedback from LIT Coaches, Instructional Specialists, and school site administrators indicated that centrally supported technology tools increase student access to interventions, feedback, and collaborative learning. Tools like Canvas, DeltaMath, CommonLit, NoRedInk, and GoGuardian were identified as essential supports in instructional delivery and student monitoring.</p> <p>(ii) Feedback from educational partners: Teachers and educational services staff emphasized the importance of instructional consistency and reliability in digital platforms. Site feedback included requests for streamlined learning management systems, student engagement tools like Pear Deck and Padlet, and access to formative assessment systems. These tools were vetted in collaboration with user groups, LIT Coaches, and IT staff for relevance and impact.</p> <p>(iii) How this action improves current practices: OUHSD's instructional technology ecosystem is designed to improve engagement, access, and learning continuity.</p> <p><b>Scope:</b></p>	<p>monitoring (GoGuardian), interactive learning (Pear Deck, Padlet), and digital citizenship (Alludo). Many also support reclassification and core subject proficiency.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved access to curated, effective digital tools increases student engagement, supports formative feedback cycles, and strengthens personalized instruction. These platforms are also aligned to grading for mastery, SEL, and parent communication goals.</p>	<p>GSSM, and SSCE</p>

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	LEA-wide		
1.12	<p><b>Action:</b> School Home Communication</p> <p><b>Need:</b> Consistent, accessible, and culturally responsive communication with families is essential for fostering engagement, supporting student success, and building trust, especially for families of Foster Youth, English Learners, and Low-Income students. Ensuring timely updates in families’ home languages reduces barriers to academic and behavioral engagement.</p> <p>(i) Specific data points or evidence: In the 2025 LCAP Parent and Family Engagement Dashboard Survey, only 34.05% of educational partners from unduplicated student groups reported feeling “consistently informed” about their student’s academic progress. Families cited language, timing, and lack of consolidated platforms as major barriers.</p> <p>(ii) Feedback from educational partners: Survey responses and site-level feedback indicated that families value real-time updates, mobile-friendly tools, and translated communications. Stakeholders called for expanded use of bilingual messaging platforms and proactive school-site communication strategies. Many reported improved access since the full rollout of ParentSquare and Remind but asked for more</p>	<p>This action is provided LEA-wide to ensure all families, regardless of school site, receive consistent communication that supports equitable access to learning updates, events, and resources. The centralized infrastructure ensures continuity for mobile families and supports engagement of Foster Youth and English Learner families across multiple sites.</p> <p>(i) Specific types of skills or topics: Tools support messaging about attendance, behavior, coursework, parent conferences, college/career events, and reclassification updates. ParentSquare also includes calendar syncing, emergency updates, and direct communication with teachers and administrators.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved communication builds stronger home-school partnerships, which are shown to increase attendance, reduce chronic absenteeism, and improve academic engagement and success, particularly for students whose families historically faced access barriers.</p>	<ul style="list-style-type: none"> <li>• RFEP Rate</li> <li>• Graduation Rate</li> <li>• Attendance Rate</li> <li>• Participation in Parent Engagement events</li> <li>• A–C Grades</li> <li>• SBAC ELA</li> </ul>

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>consistent usage across classrooms and schools.</p> <p>(iii) How this action improves current practices: This action funds ParentSquare and Remind, two centralized platforms that support real-time, two-way, multilingual communication between schools and families. These systems consolidate messages, event reminders, attendance updates, and academic alerts in a format that's accessible via mobile app, text, or email. The platforms also allow for translation into multiple languages, including Spanish and Mixteco, aligning with district equity priorities. Year 2 expands training and accountability expectations for school sites to ensure consistent use.</p> <p><b>Scope:</b> LEA-wide</p>		
1.13	<p><b>Action:</b> Parent/Guardian Trainings</p> <p><b>Need:</b> Enhancing educational partner engagement through targeted workshops is essential to equip partners with the skills to support Foster, English Learner, and Low-Income students effectively, fostering stronger community ties and enhancing student support.</p> <p>(i) Specific data points or evidence: Our recent survey showed that only 32.97% of educational partners feel adequately equipped</p>	<p>District-wide workshops for educational partners focus on equipping them with skills to support Foster, English Learner, and Low-Income students. This LEA-wide initiative ensures that partners across the district are well-prepared to assist in the educational journeys of these groups, enhancing the support network available to students.</p> <p>(i) Specific types of skills or topics: These workshops cover topics such as understanding the unique challenges faced by each student group, effective communication strategies, navigating available resources, and</p>	<p>RFEP Rates ELPAC Scores Graduation Rate metrics Number of students earning the SSB, GSSM, &amp; SSCE SBAC English Language Arts scores SBAC Mathematics scores A-C grades</p>

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	<p>to support Foster, English Learner, and Low-Income students. Additionally, attendance at current parent workshops is only 34.05% for families of these student groups.</p> <p>(ii) Feedback from educational partners: During our latest DELAC meeting, several parents of English Learners expressed a desire for more targeted training to support their children’s language development at home. Similarly, foster parents at our last town hall requested more information on navigating the school system and available resources.</p> <p>(iii) How this action improves current practices: While we currently offer general parent workshops, these new targeted sessions will provide specific strategies, resources, and ongoing support tailored to Foster, English Learner, and Low-Income students and their families' unique needs. This represents a shift from our one-size-fits-all approach to a more personalized, needs-based model of educational partner engagement."</p> <p><b>Scope:</b> LEA-wide</p>	<p>supporting academic and social-emotional development at home.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By strengthening this support network, we aim to improve academic performance, increase attendance rates, and enhance the overall well-being of these student groups.</p>	
1.15	<p><b>Action:</b> Professional Collaborative Learning</p> <p><b>Need:</b></p>	<p>This action is implemented LEA-wide, with sessions occurring both at the district level and site-based, ensuring consistency across schools while allowing for context-specific inquiry. Focused</p>	<ul style="list-style-type: none"> <li>English Learner Progress Indicator (ELPI)</li> </ul>

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	<p>Persistent disparities in student achievement among English Learners, Low-Income, Homeless, and Students with Disabilities, particularly in English Language Arts, Mathematics, graduation rates, and college/career readiness, highlight the urgent need for improved instructional coherence and targeted pedagogical strategies.</p> <p>(i) Specific data points or evidence: According to the 2024 California School Dashboard, the English Learner Progress Indicator (ELPI) was particularly low at Frontier (26.5%), Hueneme (28.8%), and Condor (36.4%). ELA outcomes for English Learners were low at Channel Islands, Hueneme, and Oxnard, and for Low-Income and Homeless students across multiple high schools, including Adolfo Camarillo, Rio Mesa, and Frontier. Graduation rates for English Learners fell below 80% at Hueneme and Condor. College/Career Indicator performance for English Learners also flagged Frontier and Hueneme as needing intervention.</p> <p>(ii) Feedback from educational partners: School site administrators and instructional leads consistently emphasized the need for deeper collaboration and job-embedded professional learning opportunities. Educators advocated for time to observe peers, refine cross-curricular instructional strategies, and address barriers for student subgroups through shared inquiry and lesson planning.</p> <p>(iii) How this action improves current practices:</p>	<p>support is allocated to sites with the most significant performance gaps for English Learners and other underserved groups. By centralizing training on inclusive practices and equity-based instruction, the action supports all educators in meeting the needs of diverse learners.</p>	<ul style="list-style-type: none"> <li>• SBAC ELA and Math Scores</li> <li>• Graduation Rates</li> <li>• A–C Grades</li> </ul>

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	<p>This action integrates Lesson Study, Instructional Rounds, and job-alike sessions to create a structured, collaborative learning program. These formats promote reflective practice, peer observation, and shared analysis of student work to improve instructional quality. Emphasis is placed on instructional planning and strategies to better meet the needs of historically underserved students.</p> <p><b>Scope:</b> LEA-wide</p>		
1.17	<p><b>Action:</b> Standards Aligned Curriculum</p> <p><b>Need:</b> OUHSD is committed to maintaining high-quality instruction by regularly updating curriculum and instructional resources to ensure alignment with State Standards and evolving college, career, and life readiness demands. As part of this ongoing improvement cycle, the district seeks to develop new curriculum and enhance existing course frameworks to ensure they remain rigorous, relevant, and inclusive for all student groups, including English Learners, Long-Term English Learners, Foster Youth, and Low-Income students.</p> <p>(i) Specific data points or evidence: SBAC ELA proficiency rates districtwide remain below 50%, with English Learners and</p>	<p>This action is implemented LEA-wide to ensure all students, regardless of school site, benefit from a consistent, high-quality curriculum. District-led curriculum revision processes support schoolwide implementation of updated instructional materials and unit plans.</p>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• SBAC ELA and Math Scores</li> <li>• A–G Completion Rate</li> <li>• % of Students Earning State Seals (SSB, GSSM, SSCE)</li> <li>• ELPI (English Learner Progress Indicator)</li> </ul>

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	<p>Low-Income students performing significantly below standard. SBAC Math scores improved to 18.18% (+3.17), but still reflect major gaps in college readiness. Graduation rates for Foster Youth (76.9%) and English Learners (84.0%) also fall short of state benchmarks, and local indicators underscore the need for coherent, relevant curriculum to support A–G completion and Seal attainment.</p> <p>(ii) Feedback from educational partners: Instructional specialists, department chairs, and educational partners have expressed the need for updated course frameworks that better reflect California Standards and integrate critical thinking, cultural relevance, and real-world application.</p> <p>(iii) How this action improves current practices: This action funds the systematic revision and development of curriculum across subject areas to ensure alignment with State Standards and postsecondary readiness outcomes.</p> <p><b>Scope:</b> LEA-wide</p>		
1.19	<p><b>Action:</b> Academic Intervention and Remediation</p> <p><b>Need:</b> Targeted credit recovery and academic intervention opportunities are necessary to support students who are off-track for</p>	<p>This action is offered districtwide to ensure students from all schools, especially mobile or high-needs students, can access credit recovery consistently. OOCR eliminates site-based disparities in access to remediation and supports a centralized approach to monitoring student progress toward graduation.</p>	<ul style="list-style-type: none"> <li>• RFEP Rate</li> <li>• ELPAC Scores</li> <li>• Graduation Rate</li> <li>• SBAC ELA</li> <li>• SBAC Math</li> </ul>

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	<p>graduation, particularly Foster Youth, English Learners, Low-Income students, and Students with Disabilities. Flexible and accessible interventions help close equity gaps and support college and career readiness.</p> <p>(i) Specific data points or evidence: In 2023–24, over 1,273 students accessed Oxnard Online Credit Recovery (OOCR), which achieved an 86% course completion rate. Graduation rates improved from 89.6% to 91.4% overall, including a +12.3 percentage point gain among Foster Youth. A–C grade attainment increased to 82.0%, and RFEP rates rose by +1.9 points.</p> <p>(ii) Feedback from educational partners: Stakeholders, including counselors, site administrators, and families, requested expanded OOCR course options, extended enrollment windows, and additional academic supports to help students complete requirements outside the traditional school day. Students and families expressed appreciation for the flexibility and staff support provided through the platform.</p> <p>(iii) How this action improves current practices: This action funds the staffing, curriculum licensing, and instructional supports needed to implement OOCR, a districtwide credit recovery program offering asynchronous and hybrid formats. OOCR provides targeted remediation aligned to A–G and graduation standards, and prioritizes enrollment for unduplicated student groups.</p>	<p>(i) Specific types of skills or topics: Courses are standards-aligned and include core academic subjects, A–G eligible options, and elective recovery. Instruction is supported by credentialed teachers who offer individualized feedback and monitor pacing.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By providing flexible, personalized learning pathways, this intervention helps reduce dropout risk and increases graduation rates, academic confidence, and college/career eligibility, especially for students needing second-chance access to credits and A-G recovery.</p>	<ul style="list-style-type: none"> <li>• A–C Grades</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.1</b></p>	<p><b>Action:</b> Professional development on A-G</p> <p><b>Need:</b> Foster Youth, English Learners, and Low-Income students continue to experience lower A–G completion rates, and educators have requested deeper support in equitably guiding students through these pathways.</p> <p>(i) Specific data points or evidence: 2024–25 data shows that only 7.6%–30.1% of unduplicated student groups met A–G requirements, compared to 35.3% of the general student population.</p> <p>(ii) Feedback from educational partners: Staff surveys revealed 30–35% of educators still felt underprepared to support A–G navigation, especially for English Learners and Low-Income students.</p> <p>(iii) How this action improves current practices: Year 1 launched foundational A–G PD districtwide. Year 2 extends this work with site-specific sessions, follow-up implementation support, and embedded PLC cycles focused on academic language and grading for mastery.</p>	<p>This action is provided on an LEA-wide basis to ensure all teachers, counselors, and administrators are uniformly trained in A–G-aligned instruction and advisement. This professional development ensures consistent implementation of equity-centered practices that promote postsecondary access for underrepresented groups across all school sites.</p> <p>(i) Specific types of skills or topics: Year 2 sessions target disaggregated outcomes, scheduling equity, early A–G interventions, inclusive grading aligned to Board Policy 5121, and increased Canvas-to-Synergy syncing to support student progress monitoring.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved educator capacity is expected to lead to stronger course success rates, increased enrollment in A–G courses, and measurable gains in A–G completion, particularly among unduplicated student groups.</p>	<ul style="list-style-type: none"> <li>• % of ALL students completing UC A–G coursework</li> <li>• % of English Learners completing UC A–G coursework</li> <li>• % of Low-Income students completing UC A–G coursework</li> <li>• % of Foster Youth completing UC A–G coursework</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.2</b></p>	<p><b>Action:</b> A-G Pathways Support</p> <p><b>Need:</b> Unduplicated student groups continue to experience disproportionately low A–G completion rates. Increasing awareness of A–G requirements among Foster Youth, English Learners, and Low-Income students and their families is essential to narrowing equity gaps in college eligibility.</p> <p>(i) Specific data points or evidence: In 2023–24, only 52.3% of students districtwide graduated having met A–G eligibility requirements. The rates were even lower for English Learners (15.8%), Foster Youth (28.2%), and Students with Disabilities (25.1%).</p> <p>(ii) Feedback from educational partners: Educational partners, including DELAC and School Site Councils, have requested clearer, multilingual information and tools to help families understand A–G pathways. Parents reported feeling disconnected from their child’s academic planning, especially at critical transitions between middle and high school. Educators cited the need for greater collaboration between counseling, instruction,</p>	<p>This action is implemented LEA-wide to ensure consistent access to A–G information, guidance, and transcript monitoring tools across all schools. A centralized approach guarantees that Foster Youth, English Learners, and Low-Income students receive equitable support in understanding and pursuing college eligibility, regardless of site capacity or staffing.</p>	<ul style="list-style-type: none"> <li>• A–G Completion Rate</li> <li>• Graduation Rate</li> <li>• College/Career Indicator (CCI) – Prepared and Approaching Rates</li> </ul>

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>and families in supporting postsecondary readiness.</p> <p>(iii) How this action improves current practices: This action funds district-led presentations and outreach campaigns on A–G requirements, targeting Foster Youth, English Learners, and Low-Income students and their families. It also supports the implementation of UC Transcript Evaluation Services and CaliforniaColleges.edu platforms to track student progress toward A–G completion.</p> <p><b>Scope:</b> LEA-wide</p>		
2.3	<p><b>Action:</b> Academic support for A-G courses</p> <p><b>Need:</b> Academic support through tutoring specifically targets the need for additional academic assistance in A-G courses for Foster, English Learners, and Low-Income students, aiming to improve their performance and course completion rates. Making extra course sections available enables Foster Youth, English Learners, and Low-Income students to retake A-G courses, addressing their specific academic recovery needs.</p> <p>(i) Specific data points or evidence: Our recent data shows that 7.6% to 30.1% of the unduplicated student groups, as well as combined all students data shows that 35.3%</p>	<p>Providing academic support such as tutoring specifically for A-G courses district-wide ensures that Foster Youth, English Learners, and Low-Income Students receive targeted help to succeed in these rigorous academic tracks. This LEA-wide implementation ensures that no student, regardless of school, is disadvantaged, promoting equal opportunities for academic success and higher education readiness. Making additional sections of A-G courses available district-wide addresses the need for retakes and flexibility in scheduling for Foster Youth, English Learners, and Low-Income Students. This ensures that all students across the district have equitable access to the courses necessary for college readiness, enhancing their educational outcomes and future opportunities.</p>	<ul style="list-style-type: none"> <li>• % of ALL students completing UC A–G coursework</li> <li>• % of English Learners completing UC A–G coursework</li> <li>• % of Low-Income students completing UC A–G coursework</li> <li>• % of Foster Youth completing UC A–G coursework</li> </ul>

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	<p>of the general student population complete A-G requirements.</p> <p>(ii) Feedback from educational partners: Teacher feedback indicates that 80% of these students require additional support outside regular class hours to succeed in A-G courses.</p> <p>(iii) How this action improves current practices: Making extra course sections available enables Foster Youth, English Learners, and Low-Income students to retake A-G courses, addressing their specific academic recovery needs. Currently, only 25-30% of students who fail an A-G course have the opportunity to retake it, limiting their ability to meet college entrance requirements. This targeted approach represents a shift from our general academic support to a more focused, needs-based intervention strategy.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(i) Specific types of skills or topics: This was already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By implementing these supports, we aim to increase A-G course pass rates for these student groups by 8-12% and improve their overall A-G completion rates by 10-15% within the next three academic years.</p>	
2.4	<p><b>Action:</b> CTE Teacher Support</p> <p><b>Need:</b> As new Career Technical Education (CTE) instructors transition from industry into the educational system, many lack formal pedagogical training, curriculum development experience, and classroom management</p>	<p>CTE teacher support is offered LEA-wide to maintain consistent instructional quality across all comprehensive and alternative school sites. The district ensures all CTE programs benefit from standardized professional learning aligned with state CTE standards and responsive to the needs of unduplicated student groups.</p>	<ul style="list-style-type: none"> <li>• College/Career Indicator (CCI)</li> <li>• CTE Pathway Completion Rate</li> <li>• Graduation Rate</li> </ul>

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	<p>strategies. Providing ongoing professional development and collaboration opportunities is essential to ensure high-quality instruction and equitable access to career pathways for students, especially those who are Foster Youth, English Learners, and Low-Income.</p> <p>(i) Specific data points or evidence: In 2023–24, only 17.2% of students districtwide met the College/Career Indicator (CCI) – Prepared criteria. This was even lower for Foster Youth (8.7%), Students with Disabilities (8.5%), and English Learners (15.7%). These outcomes highlight a need to strengthen CTE instruction and curriculum quality as key levers in improving students’ preparedness for postsecondary success.</p> <p>(ii) Feedback from educational partners: During educational partner engagement, families and advisory councils expressed support for expanding CTE access and ensuring that industry professionals receive training in academic integration and inclusive practices. Educators emphasized the need for collaborative planning time and coaching to align CTE pathways with A–G and graduation requirements.</p> <p>(iii) How this action improves current practices: This action enhances existing supports for CTE instructors by funding targeted professional development in lesson design, instructional technology, and whole-child strategies. Teachers will also have access to curriculum development sessions and site-</p>		

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	<p>based coaching. These supports ensure that new CTE educators can offer high-quality, engaging learning experiences that support both technical and academic competencies aligned with workforce expectations.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.5</b></p>	<p><b>Action:</b> CTE Access and Participation</p> <p><b>Need:</b> There is a continued need to increase access to high-quality career technical education (CTE) and college preparatory pathways that engage students and support postsecondary success, especially for English Learners, Low-Income students, Foster Youth, and Students with Disabilities.</p> <p>(i) Specific data points or evidence: In 2023–24, only 53.4% of graduates were classified as "Prepared" on the College and Career Indicator (CCI). This metric reflects stagnation in several key pathway participation areas, including A–G, AP/IB, dual enrollment, and CTE pathway completion. Low-Income students remain underrepresented in dual enrollment and high-skill CTE course sequences.</p> <p>(ii) Feedback from educational partners: Stakeholders, including site counselors, LCAP student groups, and parent advisory</p>	<p>This action is provided on an LEA-wide basis to ensure all high school students, regardless of site, have equitable access to high-quality career and college pathway programs.</p> <p>(i) Specific types of skills or topics: Offerings include dual enrollment, UC A–G approved CTE courses, industry certifications, and internships/work-based learning in fields such as health, technology, and education. The action also supports counselor training on pathway placement and course sequence advising.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved access to and participation in pathways is expected to increase the number of students classified as "Prepared" on the CCI, boost graduation rates, and enhance readiness for postsecondary education and workforce entry.</p>	<ul style="list-style-type: none"> <li>• % of Students Enrolled in Dual Enrollment</li> <li>• Graduation Rate</li> <li>• A–G Completion Rate</li> </ul>

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	<p>committees, requested additional support for aligning CTE with core academics, expanding dual enrollment opportunities, and strengthening job-embedded learning. Partners emphasized the need for equitable access to pathway counseling and credentialed teachers in specialized fields.</p> <p>(iii) How this action improves current practices: This action funds the development of and sustaining CTE pathways, expansion of dual enrollment offerings in partnership with local colleges, and the integration of career exploration activities within the school day. It also supports the implementation of districtwide pathway monitoring systems and provides professional development for pathway instructors and counselors.</p> <p><b>Scope:</b> LEA-wide</p>		
2.6	<p><b>Action:</b> CTE Work-Based Learning</p> <p><b>Need:</b> To ensure all students, particularly Foster Youth, English Learners, and Low-Income students, gain equitable access to industry-aligned, hands-on learning, CTE programs require updated instructional materials, lab equipment, and technical services. These resources are necessary to simulate real-world workplace environments and to prepare</p>	<p>The action is implemented LEA-wide to maintain equitable access to high-quality CTE experiences across all school sites, including alternative and continuation settings. Resources are allocated based on enrollment in CTE pathways, with particular attention to increasing opportunities for unduplicated student groups.</p>	<ul style="list-style-type: none"> <li>• College/Career Indicator (CCI)</li> <li>• CTE Pathway Completion Rate</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students with practical, in-demand technical skills that align with current workforce needs.</p> <p>(i) Specific data points or evidence: In 2023–24, only 17.2% of all students met the College/Career Indicator (CCI), Prepared level. Outcomes for unduplicated student groups were even lower: 8.7% for Foster Youth, 8.5% for Students with Disabilities, and 15.7% for English Learners. These indicators reveal significant opportunity gaps in postsecondary preparedness.</p> <p>(ii) Feedback from educational partners: Through site-based advisory councils and districtwide partner engagement, families and educators expressed the need for updated lab environments, expanded materials for high-demand industries, and professional services (such as certifications and mentorships) that mirror workplace conditions.</p> <p>(iii) How this action improves current practices: This action addresses infrastructure disparities by equipping CTE classrooms with relevant tools, simulation-based training modules, and up-to-date lab equipment. It also funds external partnerships and professional services that bring authentic industry experiences into the classroom.</p> <p><b>Scope:</b> LEA-wide</p>		

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<p><b>2.7</b></p>	<p><b>Action:</b> FAFSA/CADAA Workshops</p> <p><b>Need:</b> Ensuring that all students, especially Foster Youth, English Learners, and Low-Income students, complete financial aid applications such as FAFSA and CADAA is critical for expanding access to post-secondary education. Targeted support is needed to improve awareness, address confusion around the application process, and overcome barriers related to documentation, language, and family engagement.</p> <p>(i) Specific data points or evidence: In 2023–24, only 65.5% of seniors in Oxnard Union High School District completed a financial aid application (FAFSA or CADAA). Rates were particularly low at certain school sites with high percentages of unduplicated student groups. This falls short of the district’s target of 80% and highlights a need for more intensive, accessible support.</p> <p>(ii) Feedback from educational partners: Families and site teams reported confusion regarding eligibility, deadlines, and the distinction between FAFSA and CADAA. Surveys indicated that many English Learner and Low-Income families were unsure of how to navigate the process, despite receiving basic communications. Parents and counselors specifically requested in-person and multilingual sessions with financial aid professionals to support completion.</p>	<p>The action is implemented LEA-wide to ensure that all graduating seniors, regardless of school site, have equitable access to support. Focused outreach is directed toward students at continuation and alternative schools, where FAFSA/CADAA completion rates tend to be lower, to close gaps in college access.</p>	<ul style="list-style-type: none"> <li>• FAFSA/CADAA Completion Rates</li> <li>• College/Career Indicator (CCI)</li> <li>• Graduation Rate</li> </ul>

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	<p>(iii) How this action improves current practices: This action funds additional time for counselors and College and Career Technicians to conduct targeted FAFSA/CADAA workshops across school sites. Sessions will include live guidance from financial aid experts, multilingual support (especially in Spanish and Mixteco), and one-on-one application assistance.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.8</b></p>	<p><b>Action:</b> Advanced Placement and International Baccalaureate</p> <p><b>Need:</b> Low-Income, English Learner, and Foster Youth students have historically faced barriers to enrollment, success, and retention in rigorous academic programs like AP and IB. Increasing access and providing teacher training are essential to close equity gaps in participation and performance.</p> <p>(i) Specific data points or evidence: In 2023–24, only 21.6% of all students earned a score of 3 or higher on two AP exams. Rates were lower for English Learners (4.2%), Low-Income students (17.1%), and Students with Disabilities (3.1%). IB participation remains limited to one site, with less than 35% of enrolled students earning the IB diploma.</p>	<p>This action is provided LEA-wide to ensure equity in both program availability and quality. By offering access to rigorous coursework and training educators to differentiate instruction, the district ensures all students, especially those from historically underserved backgrounds, can pursue college-level learning opportunities.</p> <p>(i) Specific types of skills or topics: Professional learning includes curriculum alignment, rubric calibration, culturally responsive pedagogy, and strategies to support multilingual learners. Student programming includes AP/IB orientation sessions, tutoring, and exam readiness workshops.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Expanded access and support are expected to increase AP/IB enrollment, performance (3+ scores and diploma completion), and</p>	<ul style="list-style-type: none"> <li>• % of Students Earning 3+ on Two AP Exams</li> <li>• IB Diploma Completion Rate</li> <li>• College/Career Indicator (CCI) Performance</li> <li>• A–G Completion Rate</li> </ul>

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	<p>Additionally, teachers expressed a need for more collaboration time and support in aligning assessments with college-level expectations.</p> <p>(ii) Feedback from educational partners: Stakeholders, including site leaders and families, requested expanded access to AP/IB courses and more culturally relevant supports. Teachers noted a need for targeted professional learning to support student success and adapt instruction for multilingual and underrepresented learners.</p> <p>(iii) How this action improves current practices: This action funds AP and IB program coordination, student outreach and recruitment, exam fee subsidies, and teacher professional development.</p> <p><b>Scope:</b> LEA-wide</p>	<p>postsecondary readiness for unduplicated students.</p>	
<p><b>2.9</b></p>	<p><b>Action:</b> Access to AP/IB testing resources</p> <p><b>Need:</b> Students, especially those identified as Foster Youth, English Learners, and Low-Income, require equitable access to rigorous, high-quality study tools that support mastery of academic content, standardized assessments, and college-level coursework. Many students do not have access to AP or test prep resources outside of school, which</p>	<p>Implemented districtwide, this action ensures that students across all schools have access to the same academic supports. It is especially critical at schools with large proportions of unduplicated student groups and lower performance on state assessments and the CCI indicator.</p>	<ul style="list-style-type: none"> <li>• College/Career Indicator</li> <li>• SBAC ELA and Math scores</li> </ul>

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	<p>exacerbates opportunity gaps and hinders college and career readiness.</p> <p>(i) Specific data points or evidence: The 2023–24 CA School Dashboard reports a College/Career Indicator (CCI) Prepared rate of only 42.8% districtwide. English Learners and Low-Income students showed significantly lower CCI Preparedness compared to their peers. Additionally, SBAC performance in English Language Arts (-20.3 DFS) and Math (-109.3 DFS) underscores a critical need for additional learning supports that reinforce standards-based instruction and test readiness.</p> <p>(ii) Feedback from educational partners: Student and parent surveys indicated that families would like more access to AP and test prep platforms. Teachers requested centralized, site-supported tools to supplement instruction and help students prepare for college entrance and AP exams.</p> <p>(iii) How this action improves current practices: This action funds subscriptions to platforms such as Alber IO and other digital resources that provide rigorous practice aligned to Advanced Placement content.</p> <p><b>Scope:</b> LEA-wide</p>		
2.10	<b>Action:</b> Comprehensive counseling services	Offering comprehensive college counseling services outside of school hours across the district	YouthTruth Survey- Increase the average

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	<p><b>Need:</b> Implementing a dual enrollment program in collaboration with college counselors and educators supports Foster Youth, English Learners, and Low-Income students in accessing college-level coursework.</p> <p>(i) Specific data points or evidence: Our data indicates that an average of only 15% of the unduplicated student groups currently participate in advanced academic opportunities, and 21% of the general all-student population.</p> <p>(ii) Feedback from educational partners: Feedback from student surveys indicates that a significant portion of underrepresented student groups, as well as general students, express interest in college-level courses but feel unprepared or unsupported in accessing them. Additionally, college counselors have observed that these students are notably less likely to receive information about dual enrollment opportunities.</p> <p>(iii) How this action improves current practices: This targeted dual enrollment initiative addresses the gap in advanced academic access and represents a shift from our traditional college preparatory approach to a more inclusive, supportive model that actively engages underrepresented students in higher education experiences.</p>	<p>ensures that all students have access to expert guidance through the college application process, including SAT preparation and financial aid assistance. This offers necessary resources to a broad spectrum of students, enhancing their readiness for higher education.</p> <p>(i) Specific types of skills or topics: The dual enrollment program, implemented in partnership with local colleges, will provide Foster Youth, English Learners, and Low-Income students with direct access to college-level courses, simultaneously earning high school and college credits. This LEA-wide initiative includes targeted outreach to these student groups, personalized academic advising, and support services such as tutoring and mentoring to ensure their success in these rigorous courses. By offering these services district-wide, we ensure equitable access regardless of which school a student attends.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We aim to increase participation in dual enrollment courses among these student groups by 15-20% in the first year and improve their college matriculation rates by 10-15% over the next three years. This approach prepares students academically for college and builds their confidence and familiarity with college-level expectations, supporting their long-term educational success.</p>	<p>rating in the College and Career Readiness measure</p>

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.11</b></p>	<p><b>Action:</b> YouthTruth Survey</p> <p><b>Need:</b> To equitably support Foster Youth, English Learners, and Low-Income students, the district must better understand school culture, student engagement, and perceptions of college and career readiness. A consistent, research-based feedback system is critical to identifying areas for improvement and ensuring our programs meet the needs of historically underserved students.</p> <p>(i) Specific data points or evidence: The district’s 2023–24 CA Dashboard results show a College/Career Indicator (CCI) Prepared rate of 42.8% and persistent gaps in SBAC and graduation rates among unduplicated groups. In response to these disparities, student voice data is essential to inform planning and evaluate whether supports are responsive and effective.</p> <p>(ii) Feedback from educational partners: During the 2024 LCAP development cycle, students, families, and educators expressed interest in having formal opportunities to share their experiences related to academic pressure, sense of belonging, and preparedness for college and career. There</p>	<p>This initiative is implemented districtwide to ensure that all schools gather feedback in a consistent, research-backed manner. It is particularly important at sites with high concentrations of English Learners and Low-Income students, where student experience data is key to closing achievement gaps.</p>	<ul style="list-style-type: none"> <li>• Participation rates in YouthTruth Surveys</li> <li>• YouthTruth ratings in areas of college and career readiness, school culture, and engagement</li> <li>• Improvement in CCI</li> <li>• Math and ELA SBAC scores</li> <li>• Student attendance rates</li> </ul>

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	<p>was broad support for a districtwide survey tool to measure student and</p> <p>(iii) How this action improves current practices: Partnering with YouthTruth, a nationally recognized survey platform, this action captures stakeholder perceptions on school climate, academic rigor, and future readiness. Results are disaggregated by site and student group, allowing school leaders to design targeted improvements.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.12</b></p>	<p><b>Action:</b> College Orientation Programs &amp; Dual Enrollment</p> <p><b>Need:</b> Students, especially English Learners, Foster Youth, and Low-Income students, need personalized, consistent access to postsecondary planning support, including college applications, financial aid, career pathways, and work-based learning opportunities.</p> <p>(i) Specific data points or evidence: In 2023–24, only 66.5% of students completed A–G college entrance requirements. FAFSA submission rates varied widely across sites, and not all seniors received 1:1 college/career planning. Career technical education (CTE)</p>	<p>This action is implemented schoolwide at all comprehensive high schools but focuses on increasing access to college and career services for Foster Youth, English Learners, and Low-Income students. It ensures each site has a dedicated staff member providing support during the school day and after hours, with extended outreach to families.</p> <p>(i) Specific types of skills or topics: College &amp; Career Center Technicians support college application completion, scholarship navigation, resume and interview skills, FAFSA/CADAA workshops, and career exploration aligned to student interests.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Personalized postsecondary planning is expected to increase FAFSA/CADAA completion rates,</p>	<ul style="list-style-type: none"> <li>• FAFSA/CADAA Completion Rate</li> <li>• A–G Completion Rate</li> <li>• CTE Pathway Completion</li> </ul>

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	<p>pathway completion remains below 15% for Low-Income students.</p> <p>(ii) Feedback from educational partners: Families requested more direct assistance navigating financial aid, internships, and college application deadlines. Site administrators emphasized the need for classified staff who can provide consistent, individualized support and host postsecondary planning events, especially for unduplicated students.</p> <p>(iii) How this action improves current practices: The action funds College &amp; Career Center Technicians at each comprehensive high school. These staff members assist with FAFSA/CADAA completion, coordinate college visits, host workshops, and support internship placement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>college enrollment, A–G completion, and participation in career-connected learning.</p>	
<p><b>2.13</b></p>	<p><b>Action:</b> College advisors and counselors</p> <p><b>Need:</b> Deploying college counselors and advisors at each school site ensures that Foster Youth, English Learners, and Low-Income students receive personalized guidance in completing college registration and class enrollment processes.</p>	<p>Deploying college counselors and advisors from local higher-level institutions at each school site across the district ensures that Foster Youth, English Learners, and Low-Income Students receive personalized support in completing the college registration and class enrollment processes. This action is crucial for guiding students through the complexities of post-secondary education planning and ensuring that they can successfully transition to college.</p>	<p>Increase the percent of graduating students completing at least one semester of college coursework with a grade of C- or better</p>

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	<p>(i) Specific data points or evidence: Our data shows that compared to their peers, these student groups are 20-25% less likely to complete college applications and 30-35% less likely to successfully navigate the enrollment process.</p> <p>(ii) Feedback from educational partners: Feedback from recent graduates suggests that many of these students felt overwhelmed by the college application process and would have benefited from more individualized support.</p> <p>(iii) How this action improves current practices: Currently, our general counseling services provide college-specific guidance to only a limited portion of these target groups. This initiative aims to address the disparity in college access and marks a shift from our traditional counseling model to a more proactive, personalized approach tailored to the unique needs of these underrepresented students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(i) Specific types of skills or topics: This action is crucial for guiding students through the complexities of post-secondary education planning and ensuring their successful transition to college. These specialized counselors will provide one-on-one sessions, small group workshops, and family engagement activities tailored to the unique needs of each student group. They will offer assistance with college research, application completion, financial aid navigation, and course selection, addressing common barriers these students face in accessing higher education. By implementing this support district-wide, we ensure equitable access to expert college guidance regardless of which school a student attends.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Our goal is to increase college application rates among these student groups by 15-20% in the first year and improve their college enrollment rates by 10-15% over the next three years. This comprehensive approach supports students in the immediate college application process and builds their long-term capacity to navigate higher education systems, supporting their overall academic and career success.</p>	
2.14	<p><b>Action:</b> Equitable Grading Practices</p> <p><b>Need:</b> To reduce persistent disparities in student achievement and ensure that grading</p>	Equitable grading implementation occurs at every school site and across all content areas. A districtwide model ensures consistent messaging and systems, particularly benefiting schools with high concentrations of English Learners, Foster Youth, and Low-Income students. Every student,	<ul style="list-style-type: none"> <li>• A-C Grades</li> <li>• SBAC ELA and Math scores</li> <li>• A-G completion rates</li> </ul>

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	<p>accurately reflects student learning rather than compliance or behavior, the district must align instructional grading with equity-based principles. English Learners, Foster Youth, and Low-Income students are disproportionately impacted by inconsistent grading practices, making equitable implementation critical to improving outcomes.</p> <p>(i) Specific data points or evidence: As of the 2023–24 CA Dashboard, districtwide Low-Income students scored -43.1 DFS in ELA and -133.2 DFS in Math, and English Learners scored -63.8 DFS in ELA and -161.1 DFS in Math. Internal review also revealed that fewer than 30% of teachers consistently synced grades from Canvas to Synergy in 2023, limiting transparency for students and families.</p> <p>(ii) Feedback from educational partners: Educational partners, including site councils and parent groups, requested greater clarity and fairness in grading. Teachers expressed a need for professional learning on best practices, citing uncertainty about standards-aligned grading and its impact on motivation. Family engagement surveys also indicated that many parents feel disconnected from the grading process.</p> <p>(iii) How this action improves current practices: This initiative provides a multi-tiered professional development model focused on mastery-based, transparent grading practices aligned to Board Policy 5121. Teachers</p>	<p>regardless of school placement, receives grading that reflects their learning and growth.</p>	

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	<p>participate in differentiated workshops, peer-led lesson studies, and site-based coaching cycles. Parent presentations and translated resources empower families to support their child’s academic progress. Consultants and internal experts co-lead these efforts, grounded in Joe Feldman’s Grading for Equity framework. The initiative directly supports Goal 2 by aligning grading with equitable instructional practice, improving communication, and strengthening family-school partnerships.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.15</b></p>	<p><b>Action:</b> AVID</p> <p><b>Need:</b> Unduplicated students, particularly Low-Income, English Learners, and First-Generation college students, require consistent access to academic enrichment and college readiness programs that build study skills, self-advocacy, and aspirations for postsecondary success.</p> <p>(i) Specific data points or evidence: In 2023–24, only 66.5% of students completed A–G college entrance requirements. AVID students historically demonstrate higher A–G completion, yet enrollment and vertical alignment vary by site. The percentage of</p>	<p>This action is implemented at AVID-designated school sites to support the college-going culture for Low-Income and English Learner students. The schoolwide model includes WICOR instructional strategies, focused note-taking, and organizational support, benefiting students in AVID and beyond. While elective enrollment is targeted, the impact extends through trained teachers across disciplines.</p> <p>(i) Specific types of skills or topics: AVID programming builds academic behaviors (e.g., time management, inquiry-based learning), promotes college awareness, and provides access to college and scholarship resources. Tutors are trained to support rigorous coursework and metacognitive strategies.</p>	<ul style="list-style-type: none"> <li>• A–G Completion Rate</li> <li>• % of Students Enrolled in AVID</li> <li>• FAFSA Completion Rate</li> <li>• Graduation Rate</li> <li>• College Application/Acceptance Rate</li> </ul>

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	<p>students applying for four-year colleges remains uneven across schools.</p> <p>(ii) Feedback from educational partners: Site administrators and teachers requested expanded AVID elective offerings, clearer articulation between middle and high school AVID programs, and increased support for college field trips, tutoring, and binders/materials. Families expressed interest in AVID’s role in helping students navigate the college application process.</p> <p>(iii) How this action improves current practices: This action provides funding for AVID coordination, professional development, instructional materials, and site-level implementation of the AVID elective course. It also supports peer tutoring, college visits, and AVID Site Team collaboration.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(ii) How this enhanced support network is expected to improve student outcomes: AVID participation is expected to increase A–G completion rates, FAFSA application submissions, college acceptance rates, and academic self-efficacy among historically underrepresented students.</p>	
<p><b>3.1</b></p>	<p><b>Action:</b> Restorative Practices and PBIS</p> <p><b>Need:</b> Oxnard Union High School District identified the need to support student wellness and foster inclusive, connected learning environments through a comprehensive system of social-emotional and behavioral supports. A districtwide suspension rate of 5.6% underscores the ongoing need for</p>	<p>This action is implemented across the LEA to ensure that all students, particularly those in vulnerable groups, benefit from equitable access to mental health support, restorative discipline alternatives, and consistent behavior intervention systems.</p> <p>(i) Specific types of support provided:  Wellness centers staffed with RICs Restorative conferencing and peer mediation</p>	<ul style="list-style-type: none"> <li>• Suspension Rate</li> <li>• YouthTruth student engagement and belonging metrics</li> <li>• A–G Completion Rate</li> <li>• Graduation Rate</li> </ul>

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	<p>proactive, tiered supports, particularly for Low-Income, English Learner, and Foster Youth students who face higher rates of disciplinary action.</p> <p>(i) Specific data points or evidence: 2023–24 Suspension Rate: 5.6% YouthTruth Survey results reveal a continued need to discuss student emotional safety, belonging, and connectedness.</p> <p>(ii) Feedback from educational partners: Stakeholder feedback from DELAC, ELAC, and school site advisory groups emphasized the importance of full-time Restorative Intervention Counselors (RICs), wellness centers, and PBIS structures that reinforce positive behavior and reduce punitive practices. Educational partners also advocated for trauma-informed approaches and alternatives to suspension that rebuild trust and relationships.</p> <p>(iii) How this action improves current practices: The district continues its implementation of school-based wellness centers and RICs, while deepening PBIS and restorative practices across all campuses.</p> <p><b>Scope:</b> LEA-wide</p>	<p>PBIS Tier 1–3 behavior support teams Staff PD in SEL, trauma-informed practices, and de-escalation strategies</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved student engagement, reductions in suspensions, and stronger adult–student relationships are expected to positively impact school connectedness and academic success.</p>	
3.2	<b>Action:</b> MTSS, Wellness, and Community Schools	This action is implemented LEA-wide to ensure every site has equitable access to wellness	<ul style="list-style-type: none"> <li>• Suspension Rate</li> </ul>

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	<p><b>Need:</b> Oxnard Union High School District recognizes the critical need to address student mental health, wellness, and school climate as key conditions for academic achievement. A persistent suspension rate of 5.6% indicates that more structured support systems are essential to reduce disciplinary incidents, strengthen student–adult relationships, and create inclusive learning environments.</p> <p>(i) Specific data points or evidence:  2023–24 Suspension Rate: 5.6%</p> <p>YouthTruth survey findings highlight the need to discuss student belonging and emotional safety.</p> <p>(ii) Feedback from educational partners: Educational partners, including site administrators and wellness teams, emphasized the importance of full-time Restorative Intervention Counselors (RICs), wellness centers, and tiered behavioral support models. Parent advisory groups affirmed the importance of supportive disciplinary approaches and emphasized that punitive systems disproportionately impact English Learners, Low-Income students, and Students with Disabilities.</p> <p>(iii) How this action improves current practices: Year 2 focuses on sustaining full-time RICs at all sites and deepening implementation of</p>	<p>infrastructure and restorative support services. Consistent staffing and training across schools help build a shared language and system of care, particularly for vulnerable student groups disproportionately impacted by exclusionary discipline practices.</p> <p>(i) Specific types of support provided:  Wellness centers Commy School centers Restorative conferencing and peer mediation De-escalation and trauma-informed PD for staff</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: The integrated approach is designed to reduce suspensions, improve school connectedness, and strengthen student regulation and resilience.</p>	<ul style="list-style-type: none"> <li>• YouthTruth student engagement and belonging metrics</li> <li>• A–G Completion Rate</li> <li>• Graduation Rate</li> </ul>

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	<p>PBIS and community schools. Wellness centers serve as hubs for mental health, reentry support, and conflict mediation. Staff receive training on trauma-informed care and tiered de-escalation protocols.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.3</b></p>	<p><b>Action:</b> Chronic Absenteeism Interventions</p> <p><b>Need:</b> Addressing chronic absenteeism through targeted interventions ensures Low-Income, English Learners, and Foster Youth have equitable opportunities to engage fully in their education.</p> <p>(i) Specific data points or evidence: Our data shows that unduplicated student groups and across all student groups have chronic absenteeism rates of nearly 30%.</p> <p>(ii) Feedback from educational partners: Feedback from attendance officers indicates that many of chronically absent students face unique barriers such as transportation issues, family responsibilities, or lack of engagement with the school community.</p> <p>(iii) How this action improves current practices: This initiative addresses the disparity and needs of all student groups in attendance rates. It represents a shift from our traditional</p>	<p>To combat chronic absenteeism, this LEA-wide action focuses on identifying and mitigating barriers for Low-Income English Learners and Foster Youth, who are disproportionately affected by attendance challenges. By addressing these barriers throughout the district, the initiative ensures uniformity in the support and resources available to these students, facilitating regular attendance and active participation in their educational journey, which is crucial for their academic and social success.</p> <p>(i) Specific types of skills or topics: The intervention strategy includes personalized outreach to families, collaboration with community partners to address underlying issues such as transportation or healthcare needs, and implementation of engaging school programs to increase student motivation to attend. Additionally, we will provide professional development for staff on culturally responsive practices and trauma-informed care to create a more welcoming school environment.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes:</p>	<p>YouthTruth Survey: Student responses to engagement Student responses to relationships Student responses to culture Student participation rate Average attendance rate Chronic absenteeism Expulsion rate Suspension rate</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>attendance monitoring to a more proactive, personalized approach focused on the specific challenges faced by these underrepresented students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Our goal is to reduce chronic absenteeism rates among these student groups by 10-15% in the first year and improve their overall attendance rates by 5-10% over the next three years. This comprehensive approach not only addresses immediate attendance concerns but also builds long-term engagement with the school community, supporting overall academic achievement and student well-being.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Cal Safe</p> <p><b>Need:</b> Expectant and parenting students face unique academic and socio-emotional challenges that impact attendance, achievement, and graduation rates. Without targeted supports, these students are at higher risk of dropping out or falling behind in credit attainment and postsecondary preparation.</p> <p>(i) Specific data points or evidence:  2023–24 Graduation Rate (District): 91.4%, with higher vulnerability observed among parenting students  A–G Completion Rate remains low at 53.1%, disproportionately impacting students with caregiving responsibilities  YouthTruth student engagement and belonging data reflect barriers to re-engagement and support for specialized student populations</p>	<p>Provided on an LEA-wide basis, the Cal-SAFE action ensures that expectant and parenting students across all school sites, particularly those who are Low-Income or Foster Youth, receive equitable access to supports regardless of school placement.</p> <p>(i) Specific types of support provided:  Connections to on-campus and off-campus child care</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By reducing barriers to school participation and increasing access to wraparound services, this action is expected to improve graduation rates, credit completion, and long-term stability for parenting students and their children.</p>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• YouthTruth student belonging and connectedness metrics</li> <li>• A–G Completion Rate</li> </ul>

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>(ii) Feedback from educational partners: Input from school counselors, wellness staff, and community organizations emphasized the need for dedicated services to support pregnant and parenting teens, including access to child care, prenatal care, case management, and parenting education.</p> <p>(iii) How this action improves current practices: This action funds a coordinated Cal-SAFE model designed to identify and support expectant and parenting students. It formalizes district efforts to remove barriers to enrollment, attendance, and academic completion by connecting students to child care services.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.5</b></p>	<p><b>Action:</b> Social Emotional and Culture Climate Student Survey</p> <p><b>Need:</b> Understanding student perceptions of engagement, relationships, and school culture is essential to informing responsive and equitable site- and district-level practices. Gathering student voice systematically allows the district to track trends, identify disparities, and implement improvements in school climate and connectedness, particularly for historically underserved students.</p>	<p>This action is provided on an LEA-wide basis to ensure every school and student group, especially Low-Income students, Foster Youth, and English Learners, are represented in districtwide climate data. The centralized implementation enables comparative analysis and supports system-wide professional learning and resource allocation to improve student experience.</p> <p>(i) Specific types of insights or topics collected through YouthTruth:</p> <p>Student engagement in learning</p> <p>Sense of belonging and school safety</p>	<ul style="list-style-type: none"> <li>• YouthTruth Survey Results (Engagement, Relationships, Culture—disaggregated)</li> <li>• Suspension Rate</li> <li>• Attendance Rate</li> <li>• Graduation Rate</li> </ul>

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>(i) Specific data points or evidence:</p> <p>In the 2023–24 YouthTruth Survey, only 45.3% of students reported feeling engaged in their learning, with 39.1% expressing that they feel a sense of belonging at school.</p> <p>Schools with higher rates of suspension and lower attendance also tended to report lower YouthTruth ratings, particularly in student relationships with adults and peer support.</p> <p>Dashboard suspension rates remain elevated for certain sites and subgroups (e.g., District-wide Suspension Rate: 5.6% in 2023–24), underscoring the need for real-time climate data.</p> <p>(ii) Feedback from educational partners: Site administrators have advocated for expanded tools to better understand and respond to student climate concerns. YouthTruth was specifically named in partner feedback as a valuable resource to strengthen student voice and promote site accountability.</p> <p>(iii) How this action improves current practices: YouthTruth provides a valid, research-based survey instrument that supports actionable insights on student experience. Through annual implementation of the survey across all schools, the district can disaggregate results by student group and site, identify patterns in school climate and engagement, and align interventions (e.g., MTSS, wellness, SEL, RICs) with student-identified areas of need.</p>	<p>Relationships with teachers and peers</p> <p>Student voice and communication</p> <p>Culture of equity and respect</p> <p>(ii) How this enhanced data system is expected to improve student outcomes: YouthTruth results inform site-based actions that foster more supportive, inclusive environments, expected to improve academic engagement, behavior, attendance, and emotional well-being. It also supports program alignment in MTSS, SEL, and restorative practices.</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><b>Scope:</b> LEA-wide</p>		
<p><b>3.6</b></p>	<p><b>Action:</b> School Safety</p> <p><b>Need:</b> Maintaining safe school environments is essential for learning, well-being, and trust among students, families, and staff. Coordinated safety protocols, emergency drills, and compliance with state-mandated safety plans are foundational to student success.</p> <p>(i) Specific data points or evidence: In 2023–24, sites conducted mandated emergency drills and updated Comprehensive School Safety Plans (CSSPs), yet districtwide feedback highlighted the need for streamlined coordination and technical assistance to ensure consistency and compliance.</p> <p>(ii) Feedback from educational partners: Site administrators and school safety teams expressed a need for centralized support to manage safety planning timelines, navigate regulatory updates, and align site-level practices.</p> <p>(iii) How this action improves current practices: This action ensures districtwide coordination and support for school safety compliance, including updates to CSSPs, completion of</p>	<p>This action is provided on an LEA-wide basis to ensure all schools maintain up-to-date safety plans, conduct required drills, and have equitable access to safety guidance, resources, and compliance monitoring.</p>	<ul style="list-style-type: none"> <li>• YouthTruth Survey Results</li> <li>• Attendance Rates</li> <li>• A-C Grades</li> </ul>

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>drills, and reporting. It enhances alignment with legal requirements and improves readiness and prevention efforts.</p> <p><b>Scope:</b> LEA-wide</p>		
3.7	<p><b>Action:</b> Music and Athletics</p> <p><b>Need:</b> Facilitating access to extracurricular activities ensures that English Learners, Low-Income Students, and Foster Youth have equal opportunities to enrich their school experience and develop additional skills.</p> <p>(i) Specific data points or evidence: Our data shows that these student groups participate in extracurricular activities at rates 20-25% lower than the general student population.</p> <p>(ii) Feedback from educational partners: Student surveys show that a majority of these underrepresented groups are interested in music and athletics but encounter barriers such as transportation, equipment costs, or a lack of information about available programs.</p> <p>(iii) How this action improves current practices: This initiative addresses the disparity in extracurricular participation and represents a shift towards a more inclusive approach that</p>	<p>Ensuring that English Learners, Low-Income Students, and Foster Youth have access to a wide range of extracurricular activities and essential supplies across the district supports their full participation in the school community. This LEA-wide action helps to address the recreational and developmental needs of these groups, promoting a balanced educational experience that supports both academic and personal growth.</p> <p>(i) Specific types of skills or topics: This approach not only enriches students' school experience but also builds skills, confidence, and social connections that support their overall academic success and well-being for all students.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes:  This LEA-wide approach emphasizes providing transportation, equipment, and targeted outreach. We aim to increase participation rates in music and athletics among these student groups by 15-20% in the first year.</p>	YouthTruth Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>actively engages underrepresented students in school life beyond academics.</p> <p><b>Scope:</b> LEA-wide</p>		
3.9	<p><b>Action:</b> Parent Engagement</p> <p><b>Need:</b> The district must strengthen meaningful engagement with diverse parent and caregiver groups, especially those historically underrepresented or underserved, to ensure inclusive educational decision-making and improve outcomes for all students.</p> <p>(i) Specific data points or evidence: According to the 2024 OUHSD LCAP Survey, only 32.97% of educational partners reported feeling adequately prepared to support student learning and development, with 34.05% reporting actual participation in engagement sessions.</p> <p>(ii) Feedback from educational partners: DELAC members, site administrators, and families voiced the need for more intentional outreach and culturally relevant communication.</p> <p>(iii) How this action improves current practices:</p>	<p>This action is implemented districtwide to ensure all school sites prioritize inclusive family engagement strategies.</p>	<p>- YouthTruth Family Engagement Index.</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>This action introduces a districtwide system to equitably engage families, including targeted listening sessions, culturally responsive outreach strategies, and multilingual communication platforms.</p> <p><b>Scope:</b> LEA-wide</p>		

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Welcome Centers</p> <p><b>Need:</b> The ongoing development and expansion of Welcome Centers is essential to address the particular needs of English Learners, Foster Youth, and Low-Income students within the district. These groups consistently face higher challenges in academic performance and social-emotional development. Welcome Centers provide crucial services including academic counseling and resource linkage that are tailored to alleviate these disparities. By furnishing targeted support and assessments, the centers ensure that these</p>	<p>The expansion of Welcome Centers is designed as an LEA-wide initiative to uniformly address the academic, social, and emotional challenges faced by English Learners, Foster Youth, and Low-Income students across all schools. These centers provide crucial support services such as placement assessments and connections to community resources, which are vital for these student groups throughout the district. Implementing this on an LEA-wide basis ensures all affected students have equal access to these essential services, thereby promoting equitable support and enhancing overall student well-being and academic success.</p>	<p>Graduation Rate metrics A-C grades</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students receive the necessary assistance to improve their educational outcomes and socio-emotional well-being.</p> <p>(i) Specific data points or evidence: 45-50% of English Learners, Foster Youth, and Low-Income students report feeling disconnected from school resources. Only 20-25% of these students' families actively engage with the school.</p> <p>(ii) Feedback from educational partners: Feedback from educational partners stressed the need for a centralized support system for vulnerable student groups and their families.</p> <p>(iii) How this action improves current practices: This approach shifts from fragmented support services to a comprehensive, centralized approach.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We anticipate a 15-20% increase in student engagement and a 10-15% improvement in academic performance for targeted groups.</p>	
1.3	<p><b>Action:</b> English Learner Literacy Professional Development</p> <p><b>Need:</b> The initiative aims to strengthen professional development by harmonizing California ELD standards with content standards, specifically addressing the educational needs of English Learners and Long-Term English Learners. It</p>	<p>This action is implemented across the district to equip all educators with the necessary training and resources to address the educational needs of English Learners and Long-Term English Learners effectively. By integrating California ELD standards with content standards district-wide, the initiative ensures that all teachers, regardless of their school location, can provide consistent, effective instruction that improves access to the curriculum and academic performance for these students.</p>	<p>RFEP Rates ELPAC Scores Number of students earning the SSB, GSSM, &amp; SSCE SBAC English Language Arts scores A-C grades</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>equips teachers with the skills to blend language development seamlessly into content areas, enhancing students' abilities in listening, speaking, reading, and writing, and ensuring comprehensive curriculum access.</p> <p>(i) Specific data points or evidence: 30-35% of teachers feel confident integrating ELD standards into content instruction. English Learners' ELA scores are -81 DFS below the district average.</p> <p>(ii) Feedback from educational partners: Teachers requested more targeted training on supporting English Learners across all content areas.</p> <p>(iii) How this action improves current practices: Moves from generic ELD training to integrated, content-specific language development strategies.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We project a 15-20 DFS increase in English Learners' literacy scores and a 20-25% increase in teacher confidence.</p>	<p>Local Indicator - Implementation of the Academic Standards Local Indicator - Implementation of a standards-aligned curriculum</p>
<p><b>1.4</b></p>	<p><b>Action:</b> Language Acquisition Programs - Redesignation of English Learners</p> <p><b>Need:</b> Enhancing ELPAC assessments is crucial for English Learners and Long-Term English Learners, who often face challenges in meeting language proficiency standards.</p>	<p>The enhancement of ELPAC administration and the integration of designated and integrated ELD teachers are district-wide efforts aimed at improving English language proficiency among English Learners and particularly Long-Term English Learners. By facilitating data-driven job-alike sessions across the district, this initiative fosters a collaborative environment for educators to share effective practices and refine instructional</p>	<p>ELPAC Scores SBAC English Language Arts scores for English Learners Graduation Rates for English Learners</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>These students' struggles with English significantly impact their broader academic success, making tailored support and accurate assessment essential. This initiative focuses on equipping educators with the necessary data to tailor instruction effectively, aiming to improve language acquisition and educational outcomes for these students.</p> <p>(i) Specific data points or evidence: Current redesignation rate is 23.6%, whereas the county average is 44.3% and the state average is 46.2%. 62% of Long-Term English Learners are not making adequate progress.</p> <p>(ii) Feedback from educational partners: EL families expressed concern about slow progress in language acquisition and academic achievement.</p> <p>(iii) How this action improves current practices: Shifts from a one-size-fits-all approach to personalized language acquisition pathways.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>strategies, thereby ensuring a uniform approach to language assessment and instruction across all schools.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We aim to increase the redesignation rate to 25-30% and reduce Long-Term English Learners by 15-20%.</p>	
1.14	<p><b>Action:</b> Parent Liaison</p> <p><b>Need:</b> The role of the Parent Liaison in organizing district-wide parental engagement activities is crucial for bolstering the academic and social-</p>	<p>The organization of district-wide parental events by Parent Liaisons ensures that family engagement is uniformly enhanced across the district, particularly benefiting Foster, English Learner, and Low-Income students. This comprehensive approach fosters a supportive network that bridges home and school</p>	<p>RFEP Rates ELPAC Scores Graduation Rate metrics Number of students earning the SSB, GSSM, &amp; SSCE</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>emotional support for Foster, English Learner, and Low-Income students, strengthening the educational partnership between home and school.</p> <p>(i) Specific data points or evidence: Parent engagement for targeted groups is 25-30% lower than the school average. 40-50% of these parents report feeling uninformed about school processes and resources.</p> <p>(ii) Feedback from educational partners: Families requested more accessible communication channels and support in navigating school systems.</p> <p>(iii) How this action improves current practices: Moves from passive information dissemination to active, personalized family engagement.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>environments, promoting academic and emotional well-being for students district-wide.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We expect a 20-25% increase in parent engagement and a 30% improvement in student attendance for targeted groups.</p>	<p>SBAC English Language Arts scores SBAC Mathematics scores A-C grades</p>
<p><b>1.16</b></p>	<p><b>Action:</b> Intervention Counselors</p> <p><b>Need:</b> The integration of Restorative Intervention Counselors (RICs) is crucial to address the academic and emotional challenges faced by English Learners, Foster Youth, and Low-Income students, ensuring tailored support and enhanced educational outcomes.</p>	<p>Deploying Restorative Intervention Counselors (RICs) across the district aims to provide consistent support to English Learners, Foster Youth, and Low-Income students. This district-wide approach ensures that personalized intervention plans are available to these students in every school, enhancing their academic performance and emotional well-being through a unified strategy.</p>	<ul style="list-style-type: none"> <li>• RFEP Rates</li> <li>• ELPAC Scores</li> <li>• Graduation Rate</li> <li>• Number of students earning the State Seal of Biliteracy, Golden State Seal of - Merit, &amp; State</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>(i) Specific data points or evidence: Target student groups have higher suspension rates and lower graduation rates. Suspension Rates – ALL: 5.8%; EL: 9.3%; FY: 28.4%; HOM: 9.3%; LI: 6.8% Graduation Rates – ALL: 89.6%; EL: 79.1%; FY: 74.1%; HOM: 87.5%; LI: 89%</p> <p>(ii) Feedback from educational partners: Students and families emphasized the need for more personalized, holistic support.</p> <p>(iii) How this action improves current practices: Shifts from reactive disciplinary measures to proactive, supportive interventions.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We aim to reduce suspension rates by 10-15% and increase graduation rates by 10-15% for targeted groups.</p>	<p>Seal of Civic Engagement</p> <ul style="list-style-type: none"> <li>• SBAC ELA and Math Scores</li> <li>• A-C grades</li> </ul>
<p><b>1.18</b></p>	<p><b>Action:</b> Instructional Content Specialists - English Language Development</p> <p><b>Need:</b> The deployment of Instructional Content Specialists is essential to address the diverse learning needs within our schools, focusing on enhancing instructional strategies and student engagement particularly for Foster, English Learner, Long-Term English Learner, and Low-Income students, and integrating effective technology use.</p> <p>(i) Specific data points or evidence:</p>	<p>Providing support through Instructional Content Specialists across the district aims to enhance instructional strategies and student engagement consistently in all schools. This district-wide approach ensures that every teacher has access to professional development and technology integration support, which is particularly beneficial for improving educational outcomes for Foster, English Learner, Long-Term English Learner, and Low-Income students.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p>	<p>RFEP Rates ELPAC Scores Graduation Rate metrics Number of students earning the SSB, GSSM, &amp; SSCE SBAC English Language Arts scores SBAC Mathematics scores A-C grades Local Indicator - Implementation of the Academic Standards Local Indicator - Implementation of a</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Only 25-30% of content area teachers effectively integrate ELD strategies.</p> <p>English Learners' content mastery is below their English-proficient peers.</p> <p>Unduplicated student groups are performing significantly lower in their core academic content areas.            ELA – ALL: -31 DFS; EL: -112 DFS; FY: Student group too small to report; HOM: -93 DFS; LI: -50 DFS.</p> <p>Math – ALL: -122 DFS; EL: -192 DFS; FY: Student group too small to report; HOM: -176 DFS; LI: -142 DFS.</p> <p>(ii) Feedback from educational partners: Teachers requested more in-class support and modeling of effective ELD strategies.</p> <p>(iii) How this action improves current practices: Moves from isolated ELD instruction to integrated, content-based language development support, and personalized support to enhance instructional strategies.</p> <p><b>Scope:</b>            Limited to Unduplicated Student Group(s)</p>	<p>(ii) How this enhanced support network is expected to improve student outcomes: We project a 15-20% increase in English Learners' content mastery and a 20-25% improvement in teachers' ELD strategy implementation. We project a 20-25 DFS increase in ELA and Math scores.</p>	<p>standards-aligned curriculum</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.

Expanding Wellness Centers and increasing the number of support staff, including counselors and wellness specialists, at all district sites aligns with Goal 3 - Student Well-being, specifically Action 3.2, which focuses on enhancing mental health and wellness resources. These efforts, along with Action 1.4 under Goal 1 - Instruction to provide technology resources and effective online learning tools, will ensure students have access to essential mental health resources and comprehensive support systems that address the varied needs of our diverse student population. Additionally, implementing community schools will require additional staff to be funded in conjunction with supplemental concentration grants.

Hiring additional intervention counselors dedicated to supporting unduplicated students, including Foster Youth, English Learners, and Low-Income students, aligns with Goal 1 - Instruction and Action 1.3. These counselors will provide personalized guidance and resources to help students navigate their educational pathways, from understanding A-G requirements to completing college applications and securing financial aid. In addition, instructional content and program specialists will be implemented to assist with providing professional learning, enhancing instructional strategies, and ensuring the curriculum meets the diverse needs of all students.

Reducing class sizes for English Language Development, which involves hiring more teachers, aligns with Goal 1 - Instruction. This initiative will ensure that students in these critical areas receive more individualized instruction and support, allowing teachers to better address each student's specific needs and fostering a more effective and engaging learning environment.

Investing in ongoing professional development for our teaching staff is also crucial. Providing targeted training to help educators implement best practices in differentiated instruction, cultural responsiveness, and inclusive teaching methods aligns with Goal 1 - Instruction and will enhance instructional quality. This ensures our teachers are equipped to meet the diverse academic and social-emotional needs of our students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1/28	1/28
Staff-to-student ratio of certificated staff providing direct services to students	1/25	1/20

# 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	192,453,547	45,854,944	23.826%	0.005%	23.831%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$45,854,944.00	\$638,627.00	\$0.00	\$0.00	\$46,493,571.00	\$39,676,127.00	\$6,817,444.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,475,000.00	\$400,000.00	\$2,875,000.00				\$2,875,000.00	
1	1.2	Welcome Centers	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
1	1.3	English Learner Literacy Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$525,000.00	\$25,000.00	\$550,000.00				\$550,000.00	
1	1.4	Language Acquisition Programs - Redesignation of English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$6,222,500.00	\$0.00	\$6,222,500.00				\$6,222,500.00	
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.8	Instructional Content, Librarians & Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,515,000.00	\$10,000.00	\$1,525,000.00				\$1,525,000.00	
1	1.9	Learning Instruction Technology Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,600,000.00	\$0.00	\$3,600,000.00				\$3,600,000.00	
1	1.10	Learning Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,250,000.00	\$250,000.00	\$1,500,000.00				\$1,500,000.00	
1	1.11	Educational Technology Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,000,000.00	\$3,000,000.00				\$3,000,000.00	
1	1.12	School Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$110,000.00	\$50,000.00	\$160,000.00				\$160,000.00	
1	1.13	Parent/Guardian Trainings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
1	1.14	Parent Liaison	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$45,000.00	\$0.00	\$45,000.00				\$45,000.00	
1	1.15	Professional Collaborative Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
1	1.16	Intervention Counselors	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$1,400,000.00	\$0.00	\$1,400,000.00				\$1,400,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	Standards Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
1	1.18	Instructional Content Specialists - English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$350,000.00	\$0.00	\$350,000.00				\$350,000.00	
1	1.19	Academic Intervention and Remediation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,250,000.00	\$0.00	\$2,250,000.00				\$2,250,000.00	
2	2.1	Professional development on A-G	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.2	A-G Pathways Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.3	Academic support for A-G courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$15,000.00	\$365,000.00	\$380,000.00				\$380,000.00	
2	2.4	CTE Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.5	CTE Access and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,000,000.00	\$0.00	\$1,000,000.00				\$1,000,000.00	
2	2.6	CTE Work-Based Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
2	2.7	FAFSA/CADAA Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Advanced Placement and International Baccalaureate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
2	2.9	Access to AP/IB testing resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.10	Comprehensive counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,500,000.00	\$0.00	\$1,500,000.00				\$1,500,000.00	
2	2.11	YouthTruth Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$85,000.00	\$0.00	\$85,000.00				\$85,000.00	
2	2.12	College Orientation Programs & Dual Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.13	College advisors and counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$250,000.00	\$0.00	\$250,000.00				\$250,000.00	
2	2.14	Equitable Grading Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
2	2.15	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$175,000.00	\$175,000.00	\$350,000.00				\$350,000.00	
3	3.1	Restorative Practices and PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$95,000.00	\$5,000.00	\$100,000.00				\$100,000.00	
3	3.2	MTSS, Wellness, and Community Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$8,000,000.00	\$1,000,000.00	\$9,000,000.00				\$9,000,000.00	
3	3.3	Chronic Absenteeism Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$365,000.00	\$5,000.00	\$370,000.00				\$370,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Cal Safe	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$510,000.00	\$0.00	\$510,000.00				\$510,000.00	
3	3.5	Social Emotional and Culture Climate Student Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
3	3.6	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,320,000.00	\$1,300,000.00	\$7,620,000.00				\$7,620,000.00	
3	3.7	Music and Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	
3	3.8	Student Voice	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.9	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$22,444.00	\$22,444.00				\$22,444.00	
4	4.1	Professional Development	All	No			Specific Schools: Frontier High School		\$25,000.00	\$0.00	\$0.00	\$25,000.00			\$25,000.00	
4	4.2	Tutoring	All	No			Specific Schools: Frontier High School		\$25,000.00	\$0.00	\$0.00	\$25,000.00			\$25,000.00	
4	4.3	Professional Collaborative Learning	All	No			Specific Schools: Frontier High School		\$25,000.00	\$0.00	\$0.00	\$25,000.00			\$25,000.00	
4	4.4	MTSS	All	No			Specific Schools: Frontier High School		\$175,000.00	\$0.00	\$0.00	\$175,000.00			\$175,000.00	
4	4.5	Bilingual Paraeducators	All	No			Specific Schools: Frontier		\$80,000.00	\$0.00	\$0.00	\$80,000.00			\$80,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School									
4	4.6	Enhancing Student Access through Transportation	All	No			Specific Schools: Frontier High School		\$58,627.00	\$0.00	\$0.00	\$58,627.00			\$58,627.00	
5	5.1	Professional Development	All	No			Specific Schools: Condor High School		\$25,000.00	\$0.00	\$0.00	\$25,000.00			\$25,000.00	
5	5.2	Tutoring	All	No			Specific Schools: Condor High School		\$25,000.00	\$0.00	\$0.00	\$25,000.00			\$25,000.00	
5	5.3	Professional Collaborative Learning	All	No			Specific Schools: Condor High School		\$25,000.00	\$0.00	\$0.00	\$25,000.00			\$25,000.00	
5	5.4	MTSS	All	No			Specific Schools: Condor High School		\$175,000.00	\$0.00	\$0.00	\$175,000.00			\$175,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
192,453,547	45,854,944	23.826%	0.005%	23.831%	\$45,854,944.00	0.000%	23.826 %	<b>Total:</b>	\$45,854,944.00
								<b>LEA-wide Total:</b>	\$37,187,444.00
								<b>Limited Total:</b>	\$8,667,500.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,875,000.00	
1	1.2	Welcome Centers	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.3	English Learner Literacy Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$550,000.00	
1	1.4	Language Acquisition Programs - Redesignation of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$6,222,500.00	
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.8	Instructional Content, Librarians & Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,525,000.00	
1	1.9	Learning Instruction Technology Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,600,000.00	
1	1.10	Learning Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
1	1.11	Educational Technology Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
1	1.12	School Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	
1	1.13	Parent/Guardian Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.14	Parent Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.15	Professional Collaborative Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.16	Intervention Counselors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,400,000.00	
1	1.17	Standards Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.18	Instructional Content Specialists - English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$350,000.00	
1	1.19	Academic Intervention and Remediation	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,250,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	Professional development on A-G	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.2	A-G Pathways Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.3	Academic support for A-G courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$380,000.00	
2	2.4	CTE Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.5	CTE Access and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
2	2.6	CTE Work-Based Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.7	FAFSA/CADAA Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.8	Advanced Placement and International Baccalaureate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
2	2.9	Access to AP/IB testing resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.10	Comprehensive counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
2	2.11	YouthTruth Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	
2	2.12	College Orientation Programs & Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.13	College advisors and counselors	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$250,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.14	Equitable Grading Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.15	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	
3	3.1	Restorative Practices and PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.2	MTSS, Wellness, and Community Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000,000.00	
3	3.3	Chronic Absenteeism Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$370,000.00	
3	3.4	Cal Safe	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$510,000.00	
3	3.5	Social Emotional and Culture Climate Student Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
3	3.6	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,620,000.00	
3	3.7	Music and Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
3	3.9	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,444.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$44,269,225.00	\$45,123,516.00

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	Professional Development	Yes	\$4,661,866.00	\$1,151,570.00
1	1.2	Welcome Center	Yes	\$268,034.00	\$45,878.00
1	1.3	English Language Proficiency for California (ELPAC)	Yes	\$596,295.00	\$264,465.00
1	1.4	Redesignation of English Learners	Yes	\$80,798.00	3,490,228.00
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	\$43,092.00	\$15,458.00
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	Yes	\$161,595.00	\$0.00
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement.	Yes	\$26,933.00	\$4,479.00
1	1.8	Instructional Content Specialists	Yes	\$965,636.00	\$1,098,534.00
1	1.9	Learning Instruction Technology Coach	Yes	\$4,687,673.00	\$9,501,805.00
1	1.10	Educational Technology	Yes	\$1,404,228.00	\$1,235,068.00
1	1.11	Educational Technology Subscriptions	Yes	\$5,649,204.00	\$3,332,569.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	School Home Communication	Yes	\$25,263.00	\$114,614.00
1	1.13	Parent/Guardian Trainings	Yes	\$21,546.00	\$47,314.00
1	1.14	Parent Liaison	Yes	\$38,252.00	\$65,224.00
1	1.15	Professional Collaborative Learning & Instructional Rounds	Yes	\$161,595.00	\$0.00
1	1.16	Lesson Study	Yes	\$22,623.00	\$32,631.00
2	2.1	Partnerships with Post Secondary Institutions and Community Organizations	Yes	\$383,092.00	\$360,735.00
2	2.2	Counseling Support with College and FAFSA/CADA Applications	Yes	\$0.00	\$0.00
2	2.3	AVID Program Implementation	Yes	\$326,253.00	\$410,252.00
2	2.4	PSAT	Yes	\$10,950.00	\$33,822.00
2	2.5	Implementation of College Readiness Programs and Partnerships	Yes	\$1,052,143.00	\$757,145.00
2	2.6	Articulation and Access for Every Student to College and Career Readiness	Yes	\$735,184.00	\$1,543,818.00
2	2.7	Career Technical Education	Yes	\$2,083,080.00	\$1,178,230.00
3	3.1	Restorative Practices and PBIS	Yes	\$160,517.00	\$138,704.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	MTSS and Student Wellness	Yes	\$11,091,487.00	\$10,758,640.00
3	3.3	Chronic Absenteeism Interventions	Yes	\$70,025.00	\$201,593.00
3	3.4	Culturally Responsive Practices	Yes	\$37,706.00	\$52,665.00
3	3.5	CALSAFE	Yes	\$600,321.00	\$562,658.00
3	3.6	School Safety	Yes	\$8,284,269.00	\$8,419,647.00
3	3.7	Social Emotional and Culture Climate student survey	Yes	\$37,823.00	\$86,069.00
3	3.8	Music and Athletics	Yes	\$581,742.00	\$219,701.00
3	3.9	Student Voices	Yes	\$0.00	\$0.00

# 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)
45,123,516	\$44,269,225.00	\$45,113,563.00	(\$844,338.00)	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	Professional Development	Yes	\$4,661,866.00	\$1,151,570.00		
1	1.2	Welcome Center	Yes	\$268,034.00	\$45,878.00		
1	1.3	English Language Proficiency for California (ELPAC)	Yes	\$596,295.00	\$264,465.00		
1	1.4	Redesignation of English Learners	Yes	\$80,798.00	3,490,228.00		
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	\$43,092.00	\$15,458.00		
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	Yes	\$161,595.00	\$0.00		
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement.	Yes	\$26,933.00	\$4,479.00		
1	1.8	Instructional Content Specialists	Yes	\$965,636.00	\$1,098,534.00		
1	1.9	Learning Instruction Technology Coach	Yes	\$4,687,673.00	\$9,501,805.00		
1	1.10	Educational Technology	Yes	\$1,404,228.00	\$1,235,068.00		
1	1.11	Educational Technology Subscriptions	Yes	\$5,649,204.00	\$3,332,569.00		

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	1.12	School Home Communication	Yes	\$25,263.00	\$114,614.00		
1	1.13	Parent/Guardian Trainings	Yes	\$21,546.00	\$47,314.00		
1	1.14	Parent Liaison	Yes	\$38,252.00	\$65,224.00		
1	1.15	Professional Collaborative Learning & Instructional Rounds	Yes	\$161,595.00	\$0.00		
1	1.16	Lesson Study	Yes	\$22,623.00	\$32,631.00		
2	2.1	Partnerships with Post Secondary Institutions and Community Organizations	Yes	\$383,092.00	\$360,735.00		
2	2.2	Counseling Support with College and FAFSA/CADA Applications	Yes	\$0.00	\$0.00		
2	2.3	AVID Program Implementation	Yes	\$326,253.00	\$410,252.00		
2	2.4	PSAT	Yes	\$10,950.00	\$33,822.00		
2	2.5	Implementation of College Readiness Programs and Partnerships	Yes	\$1,052,143.00	\$757,145.00		
2	2.6	Articulation and Access for Every Student to College and Career Readiness	Yes	\$735,184.00	\$1,543,818.00		
2	2.7	Career Technical Education	Yes	\$2,083,080.00	\$1,178,230.00		
3	3.1	Restorative Practices and PBIS	Yes	\$160,517.00	\$128,751.00		
3	3.2	MTSS and Student Wellness	Yes	\$11,091,487.00	\$10,758,640.00		
3	3.3	Chronic Absenteeism Interventions	Yes	\$70,025.00	\$201,593.00		
3	3.4	Culturally Responsive Practices	Yes	\$37,706.00	\$52,665.00		

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	3.5	CALSAFE	Yes	\$600,321.00	\$562,658.00		
3	3.6	School Safety	Yes	\$8,284,269.00	\$8,419,647.00		
3	3.7	Social Emotional and Culture Climate student survey	Yes	\$37,823.00	\$86,069.00		
3	3.8	Music and Athletics	Yes	\$581,742.00	\$219,701.00		
3	3.9	Student Voices	Yes	\$0.00	\$0.00		

# 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)
\$195,521,875	45,123,516	0%	23.079%	\$45,113,563.00	0.000%	23.073%	\$9,953.00	0.005%

# Local Control and Accountability Plan Instructions

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- 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).

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