



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard School District

CDS Code: 56-72538-0000000

School Year: 2025-26

LEA contact information:

Dr. Anabolena DeGenna

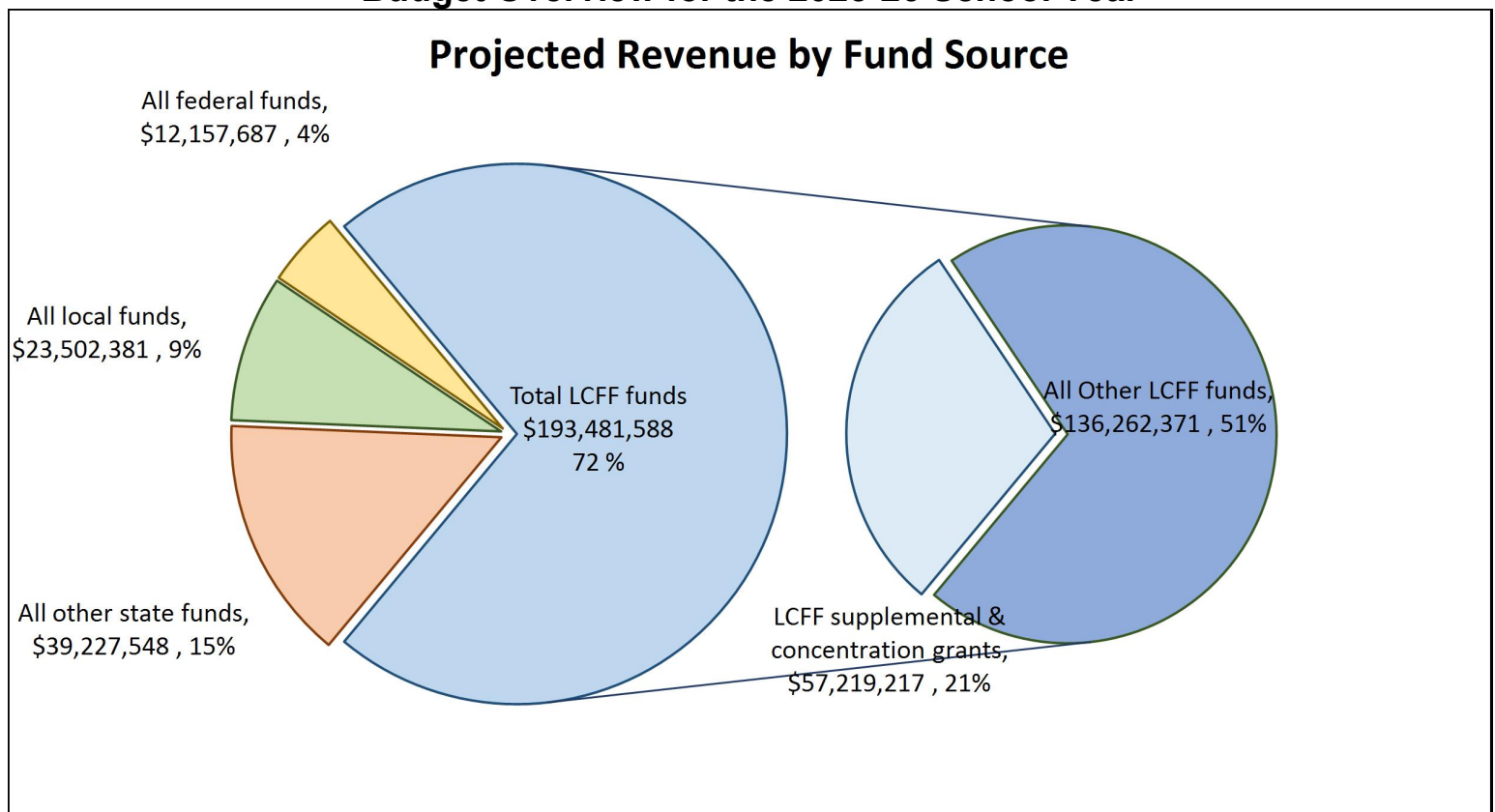
Superintendent

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(805) 385-1501

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

Budget Overview for the 2025-26 School Year

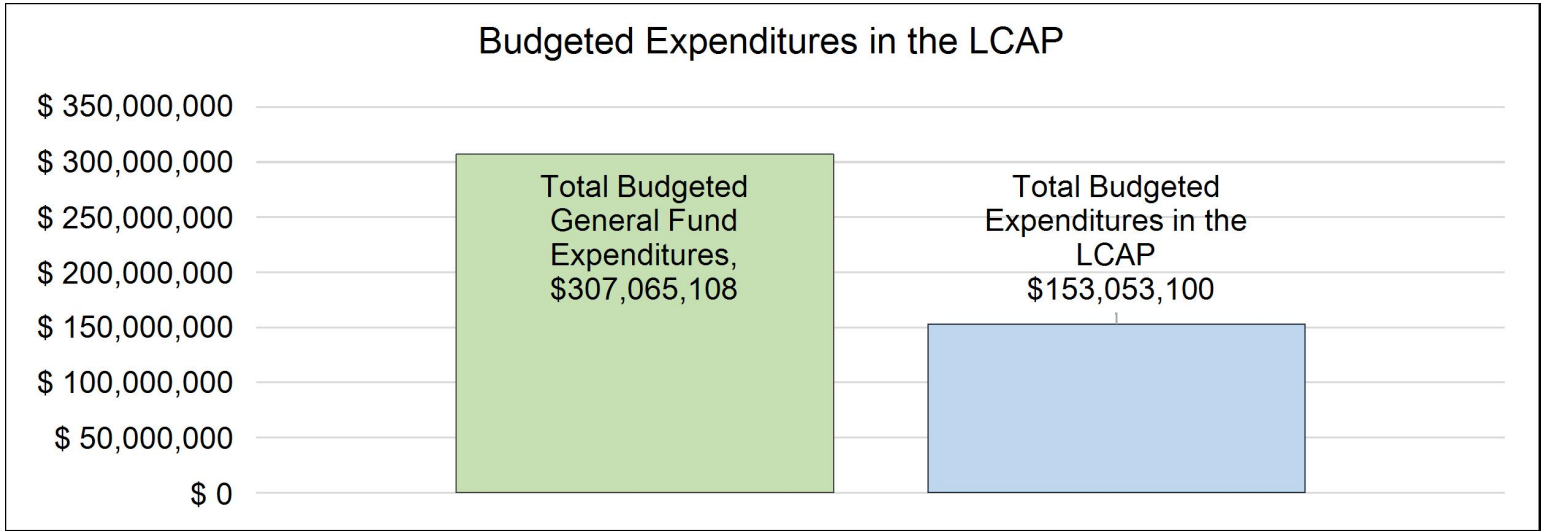


This chart shows the total general purpose revenue Oxnard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxnard School District is \$268,369,204, of which \$193,481,588 is Local Control Funding Formula (LCFF), \$39,227,548 is other state funds, \$23,502,381 is local funds, and \$12,157,687 is federal funds. Of the \$193,481,588 in LCFF Funds, \$57,219,217 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oxnard School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oxnard School District plans to spend \$307,065,108 for the 2025-26 school year. Of that amount, \$153,053,100 is tied to actions/services in the LCAP and \$154,012,008 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget includes several expenditures not reflected in the Local Control and Accountability Plan (LCAP). These include districtwide operational costs such as utilities, maintenance, and insurance. Additionally, administrative services like payroll, business operations, and legal support are funded through the General Fund. Other non-LCAP items include professional development not tied to LCAP actions, capital outlay for equipment and facilities improvements.

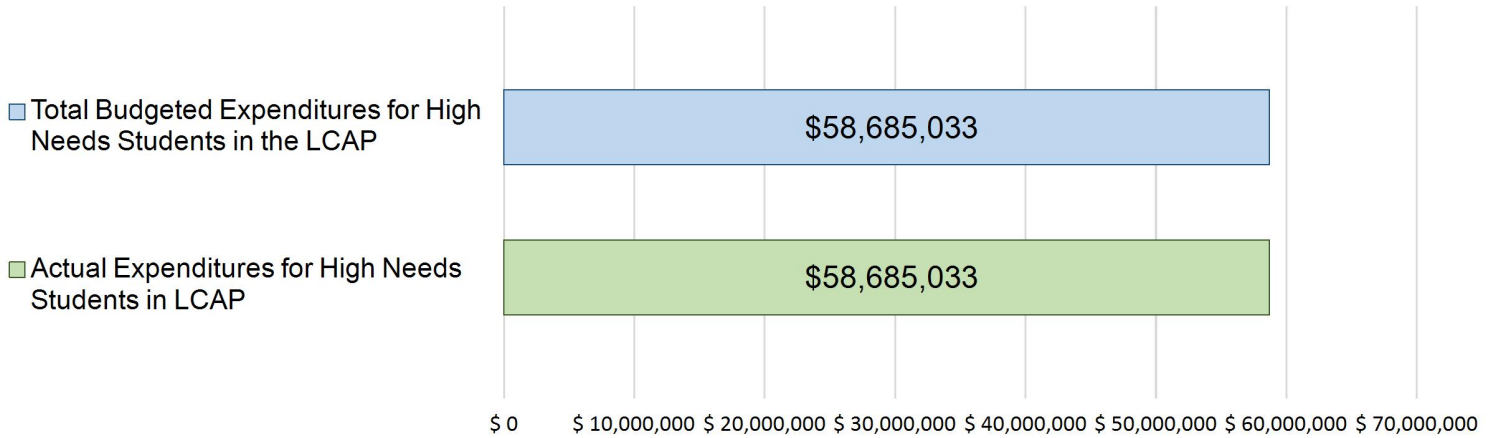
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oxnard School District is projecting it will receive \$57,219,217 based on the enrollment of foster youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend \$60,590,979 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



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

The text description of the above chart is as follows: In 2024-25, Oxnard School District's LCAP budgeted \$58,685,033 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent \$58,685,033 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|---|
| Oxnard School District | Dr. Anabolena DeGenna Superintendent | adegenna@oxnardsd.org (805) 385-1501 |

Plan Summary [2025-26]

General Information

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

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it has aligned LCAP goals and actions with those outlined in the district's strategic plan. The 2025-2026 LCAP will include goals and actions not funded by LCFF; therefore, those goals will not be considered contributing or measured for the purposes of this plan. For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices.

With the alignment of the 2025-2026 LCAP and the Oxnard School District's strategic plan, the district ensures cohesiveness in all actions and initiatives that support its goals for improving student outcomes and fostering an inclusive learning environment for all students, including unduplicated student groups. These actions are funded through a combination of the Local Control Funding Formula (LCFF) and various state, federal, and local funding sources. By utilizing this diverse array of funding, the district can effectively address the needs of its diverse student population, ensuring targeted support and resources to enhance educational achievement and well-being across all schools.

The Oxnard School District, in the 2024-2025 school year, served over 12,900 students in Transitional Kindergarten (TK) to grade 8. The district feeds into the Oxnard Union High School District, alongside three other elementary school districts. The city of Oxnard is approximately 60 miles northwest of downtown Los Angeles and 35 miles south of Santa Barbara. Oxnard is currently the largest city in Ventura County with a population of over 200,000, making it the 22nd largest city in California and 124th largest in the United States. The city was founded by prosperous agricultural opportunities, which attracted many immigrant workers and their families. Although the city has

evolved, it has a thriving economy that continues to include agriculture, as well as other industries, such as defense, manufacturing, and tourism.

During the 2024-2025 school year, 90% of the student population of the Oxnard School District was considered socioeconomically disadvantaged. The district's demographics for the 2024-2025 school year are as follows: 94% Hispanic/Latino, 2.5% White, 0.72% African American, 0.70% Asian, 0.83% students who identify as having two or more races, 0.05% American Indian, and 0.12% Pacific Islander. Emergent Multilingual Learners (EML) comprise a large percentage of the district. In the 2024-2025 school year, 46.7% of students were considered Emergent Multilingual Learners (EMLs) or English Learners (ELs), most of whom reported Spanish as their primary language. Nonetheless, one of the characteristics that makes Oxnard unique is the growing number of Latinx students who have Mixteco and Zapotec as their native language.

The Oxnard School District comprises 21 schools, including San Miguel Preschool offering special education services, 10 TK-5th grade elementary schools, 7 TK-8th grade schools, and 3 comprehensive middle schools for grades 6 to 8. Among these, 2 of the 3 comprehensive middle schools, 6 of the 7 TK-8th grade schools, and 4 elementary schools offer Spanish Biliteracy (Dual Language Immersion) Programs. Following a 50/50 model, the district's Biliteracy Programs are aimed at promoting linguistic fluency and academic success in multiple languages. These initiatives align with California Department of Education programs, including the EL Roadmap, which seeks to equip students with world language skills to engage with diverse cultures and succeed in the global economy. Biliteracy instruction is guided by the district's standards-based interdisciplinary units, designed in accordance with each grade's language allocation plan and content standards.

The district recognizes the profound responsibility it carries in preparing students for the ever-evolving landscape of a global society. In spring 2020, key areas of focus were identified, laying the foundation for a new strategic plan. A meticulously crafted student profile embodying aspirations for every learner was adopted by the school board, setting a clear trajectory for the district's future. The journey continued in 2022, as the district refined its vision and mission to align with the evolving needs of students. Collaborating with community partners and educational experts, the district articulated the strategic plan, branding it with the term "EMPOWERS." This encapsulated the district's commitment to Excellence through Multilingualism, Possibility, Opportunity, Equity, Respect, and Scholarship (EMPOWERS). Oxnard EMPOWERS symbolizes the district's strategy, which is aimed at significantly enhancing educational outcomes for all students.

Aligned with its strategic plan, the district emphasizes a rigorous curriculum aligned with the CA Common Core State Standards (CCSS) and frameworks. Extensive professional development opportunities and coaching are offered to all teachers to enhance their pedagogy and practice. Weekly collaborative planning time enables teachers to share best practices, develop common assessments, analyze data, and plan instruction to implement standards-aligned, rigorous lessons. Furthermore, teachers participate in grade-level Professional Learning Communities (PLCs) to improve instruction. Teachers on Special Assignment (TOSAs) provide professional development and support in literacy, biliteracy, math, science, social science, inclusive practices, and educational technology. Intervention Service Providers (ISPs) and Literacy Intervention Teachers (LITs) ensure targeted intervention for students, supported by data, at each school site.

Moreover, the Oxnard School District has been aligning practices to successfully implement the Multi-Tiered System of Supports (MTSS) framework. This approach aims to benefit all students while also enhancing tier 2 supports through the RTI and PBIS models, which address both academic and socio-emotional needs. This strategic initiative ensures that every student, regardless of their individual needs or backgrounds, receives a high-quality education. By paying special attention to tier 1 lesson design through integrating UDL principles into their curriculum and instructional methods, and bolstering targeted support for students in need of tier 2 instruction, the district seeks to

accommodate diverse learning styles through an asset-based lens and offer multiple avenues for students to engage with and demonstrate their learning.

In addition, the Oxnard School District offers a comprehensive range of special education services for students with disabilities. Their mission emphasizes providing inclusive environments and a continuum of programming to meet diverse needs. Services include self-contained classrooms for mild to severe disabilities, specialized programs for autism and social-emotional needs, support for deaf/hard of hearing and visually impaired students, and a team of behavior specialists and paraeducators. Program specialists mentor teachers in curriculum, instruction, and behavior management, while special education managers handle administrative tasks. The district has also introduced a Teacher on Special Assignment to assist General Education Teachers in inclusive practices.

Furthermore, to address the various needs of students for overall wellness and social-emotional health, the district has resources in place including, but not limited to, a community-based Wellness Collaborative; full-time nurses; extensive wrap-around services to address the needs of the whole child, and additional school level support to provide improved services to families and staff. Additionally, every school site is staffed with at least one full-time School Counselor and an Outreach Specialist who acts as a school-community liaison, while offering other support services to the district families. In recent years, the district has increased the number of Social Workers to ensure necessary services to support the district's students and families.

The district's commitment to student enrichment extends far beyond regular school hours. Through programs such as the After School Education Program (ASES) and the Expanded Learning Opportunity Program (ELOP), students from kindergarten through eighth grade are provided with a rich array of opportunities to further their academic and social-emotional growth. The district's after-school programs offer enrichment opportunities inclusive of mathematics, literacy, engineering, science, technology, and the arts. High-interest learning opportunities include Lego creations, dancing, robotics, and culinary education. In addition, there are 3 seasons of sports offered across schools and grades. Furthermore, the district has been successful in offering summer learning opportunities as well as spring camps for all students. Activities during the summer and spring have included overnight science camps and day field trips that expand students' horizons and deepen their connection to learning through exploration and discovery.

Recognizing the invaluable role of families and the broader community in student success, the district has made significant strides over the past several years to strengthen family and community engagement. Guided by the California Family Engagement Network Toolkit, these efforts are rooted in the belief that meaningful partnerships with families contribute directly to positive academic and social outcomes for students. To support this vision, the district has expanded its network of parent advisory groups to reflect the diversity of its community. These include the African American Steering Committee, comprised of community members and higher education partners, the African American Parent Advisory Group, the Mixteco Steering Committee, featuring local organizations that provide resources and support to families, and the Mixteco Parent Advisory Group. In addition, the district has established new groups such as the Asian and Pacific Islander Parent Group and the Newcomer Parent Group. The District English Learner Advisory Committee (DELAC) continues to play a vital role in advocating for multilingual learners and their families. Through these collaborative structures, the district ensures that all voices are heard and represented in the educational process.

Plans for the 2025–26 school year include strengthening project-based learning (PBL) across schools to align with the district's student profile traits and to foster well-rounded, empowered learners. PBL supports all traits of the student profile by encouraging critical thinking, collaboration, communication, and creativity. Furthermore, it embodies the vision outlined in California's educational frameworks and the

California English Learner Roadmap by promoting meaningful access to rigorous, relevant, and inclusive learning experiences that are culturally responsive and language-rich. Through project-based learning, students engage in authentic learning that connects classroom instruction to real-world challenges, while integrating language arts, mathematics, content knowledge, and technology. This approach empowers students to take ownership of their learning and equips them with the skills necessary for success in college, careers, and beyond. Through continued collaboration with educators, families, and the community, the Oxnard School District remains committed to providing an innovative, student-centered education that prepares all students to thrive in a rapidly changing world.

The Oxnard School District is committed to providing a comprehensive education that empowers students to excel academically and thrive socially and emotionally. The district's strategic plan is aligned with California's educational vision, including incorporating the pedagogical practices found within content frameworks and the CA Roadmap for English Learners. Through its strategic plan, the district aims to ignite students' passion for learning, transform classroom practices, nurture supportive communities, and embrace effective approaches to translate values into action. By implementing OSD EMPOWERS, the district is committed to preparing students to succeed in a dynamic world, fostering their confidence, compassion, and ability to positively impact society, ensuring Oxnard School District students can become "Inspired, Accomplished, Multilingual Global Citizens – In School and Beyond."

Reflections: Annual Performance

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

Based on the 2023 California School Dashboard, specific areas and student groups have been identified as lowest performing. The actions outlined in the 2024-27 LCAP are designed to address the identified needs, with a particular focus on improving academic performance, and overall school engagement for the affected student groups and schools. Throughout the three-year LCAP cycle, these lowest-performing areas and student groups will be continuously monitored and targeted for support, ensuring that interventions remain responsive to ongoing data and student needs.

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

César E. Chávez ES (All students in lowest performance level) – ELA
Elm Street ES (All students in lowest performance level) – ELA
Emilie Ritchen ES (All students in lowest performance level) – Chronic Absenteeism
Harrington ES (All students in lowest performance level) – Chronic Absenteeism
Juan Lagunas Soria ES (All students in lowest performance level) – Chronic Absenteeism
Kamala E (All students in lowest performance level) – Suspension Rate, Chronic Absenteeism
McKinna ES (All students in lowest performance level) – ELA
Norman R. Brekke ES (All students in lowest performance level) – Chronic Absenteeism
Ramona ES (All students in lowest performance level) – ELA
Dr. Manuel M. López (All students in lowest performance level) – Chronic Absenteeism
Fremont Academy (All students in lowest performance level) – ELA, Suspension Rate, Chronic Absenteeism
RJ. Frank Academy (All students in lowest performance level) – Math, Suspension Rate

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:
Emergent Multilingual Learners/Students Learning English (EL) – ELA
Youth in Foster Care (FY) – ELA
African American (AA) – Math
Students Receiving Special Education Services (SWD) – ELA
White (WH) – Suspension Rate
Multiple Races (MR) – Suspension Rate
Asian (AS) – Chronic Absenteeism

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

César E. Chávez ES: ELA – ALL, EL, SED, SWD, HI
Curren ES: ELA – EL SWD; Math – SWD
Driffill ES: ELA – SWD; Suspension Rate – SWD
Elm Street ES: ELA – ALL; Chronic Absenteeism – HOM
Emilie Ritchen ES: ELA – SWD; Chronic Absenteeism – ALL
Harrington ES: ELA – SWD; Chronic Absenteeism – ALL
Juan Lagunas Soria ES: ELA – SWD; Math – EL, SWD; Suspension – EL, SED, SWD, HI; Chronic Absenteeism – ALL
Kamala ES: ELA – EL, HOM, SWD; Suspension Rate – ALL; Chronic Absenteeism – ALL
Lemonwood ES: ELA – EL, HOM, SWD; Math – EL, SED, SWD; Chronic Absenteeism – HOM
Marina West ES: ELA – SWD; Math – SWD
McKinna ES: ELA – ALL; Math – SWD; Chronic Absenteeism – EL, SWD
Norman R. Brekke ES: Chronic Absenteeism – ALL
Ramona ES: ELA – ALL; Math – SWD
Rose Avenue ES: Math – SWD; Chronic Absenteeism – SWD
Sierra Linda ES: ELA – EL, SWD; Math – SWD
Thurgood Marshall ES: Math – EL, SWD; Suspension Rate – HOM
Dr. Manuel M. López: ELA – SWD; Chronic Absenteeism – ALL
Fremont Academy: ELA – ALL; Suspension Rate – ALL; Chronic Absenteeism – ALL
RJ. Frank Academy: ELA – EL, SWD; Math – ALL; Suspension Rate – ALL

Reflection: Annual Performance CA School Dashboard 2024 and Local Data

The 2024 California School Dashboard data show incremental improvement in English Language Arts (ELA) performance across the district. The overall ELA distance from standard improved from -57.2 to -55.3 points. Emergent Multilingual Learners (EMLs/ELs) showed a modest gain from -77 to -74 points, and Foster Youth (FY) demonstrated substantial growth, improving from -116.3 to -74.2 points. While these shifts reflect promising efforts, students with disabilities (SWDs) remain the most academically impacted group, with an improvement of just over 5 points, now at -127.3. Socioeconomically disadvantaged (SED) students also made slight gains, improving from -63.6 to -59.8 points below standard.

In contrast, African American students experienced a decline in ELA outcomes, dropping from -54.6 to -71.3 points, a trend that underscores the need for urgent, targeted support. Hispanic students, the largest demographic group, improved from -60.5 to -57.5, while White students maintained near-baseline performance with slight growth to -18.3 points below standard. These persistent gaps across student groups reinforce the district's need to implement equity-focused initiatives, including culturally responsive instruction, differentiated support services, and professional learning to strengthen Tier 1 literacy instruction. Wraparound services for unduplicated student groups, particularly homeless youth and foster students, will continue to be expanded to reduce barriers to achievement.

Mathematics outcomes in the 2024 Dashboard reflect significant progress for most student groups. The district improved from -90.8 to -55.3 points below standard overall, a gain of more than 35 points. However, gains varied by student groups. Notably, EMLs improved from -104.5 to -74, and foster youth showed marked improvement from -125.1 to -74.2. SED students also demonstrated strong growth, rising from -96.5 to -59.8. African American students improved by more than 28 points to -71.3, though they remain among the lower-performing groups and continue to require focused academic support.

Students with disabilities (SWD), while still significantly behind, improved from -158.5 to -127.3, showing the initial effects of the district's focus. Hispanic students advanced from -94.5 to -57.5, indicating the positive impact of targeted professional development and instructional coaching in mathematics, as well as increased family engagement via family math nights. White students now stand at -18.3, and Asian students continue to perform above standard at 17.1 points. The district will continue to leverage the success of high-growth schools and student groups to scale effective instructional strategies while intensifying support for persistently underperforming student groups.

The district's chronic absenteeism rate declined from 27.2% to 20.9% as reported in the 2024 Dashboard. Most student groups experienced positive reductions. EMLs dropped from 24.8% to 18.3%, SWDs from 37.5% to 28.7%, and SED students from 27.7% to 21.5%. Foster youth, while showing improvement (down to 35%), continue to experience elevated absenteeism rates. Students experiencing homelessness improved to 21%, African American students declined to 20%, and Hispanic students dropped to 21.1%. Asian students exhibited the largest reduction, from 20.8% to 12.7%, suggesting that successful practices in this student group may be applied more broadly.

Despite these encouraging trends, the persistently high absenteeism rates among SWDs, foster youth, and homeless students necessitate sustained, differentiated interventions. For 2025–26, the district will focus on preventive strategies, including increased student connectedness, outreach to families, enhanced community engagement, expanded mental health supports, and early warning systems to identify and respond to attendance concerns before they escalate.

Suspension rates across the district improved, decreasing from 4.9% to 3.3%. Nearly all student groups showed gains. EMLs declined from 4.2% to 2.7%, SWDs from 6% to 4.7%, and foster youth from 11.3% to 9.8%. Both SED and homeless students decreased to 3.5%, while Hispanic students declined to 3.3%. African American students improved slightly to 5.3%, and White students decreased marginally to 5%. Asian students continued to report a 0% suspension rate, while Filipino students dropped significantly from 3.7% to 0.7%.

These reductions reflect the district's ongoing investment in restorative practices, Positive Behavioral Interventions and Supports (PBIS), trauma-informed care, and equity-focused professional development. Moving forward, the district will continue to expand training in proactive classroom management, family engagement, and culturally sustaining practices to further reduce disparities in suspension and foster inclusive, supportive learning environments.

In addition to state metrics, the district continues to monitor academic progress through its local STAR assessments. Results from the 2024–25 STAR 360 assessments provide important insights into student achievement in early literacy, English language arts, mathematics, and biliteracy development.

Early Literacy saw marked improvement across the district. The percentage of students meeting early literacy benchmarks in English increased from 18.3% to 35.9%, nearly doubling within one year. Similarly, Spanish Early Literacy performance improved from 53.4% to 56.4%, demonstrating continued strength in foundational literacy skills among students in biliteracy programs.

In English Language Arts (STAR 360 English), the percentage of students meeting proficiency increased modestly from 28.9% to 31%. Spanish Language Arts proficiency rose slightly from 50.22% to 50.6%. Mathematics performance improved from 21.24% to 23.1% proficiency, showing consistent progress in a historically challenging content area.

During the 2024–2025 school year, 33% of 5th-grade students met the Pathway to Biliteracy recognition criteria, up from 26.25%, while 8th-grade achievement increased from 33% to 50.48%. These improvements highlight the district’s commitment to multilingualism and equitable access to biliteracy pathways, as well as its efforts to develop and maintain a research-based biliteracy framework grounded in best practices.

School(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2024 Dashboard:

- César E. Chávez (All students in lowest performance level) – ELPI
- Curren (All students in lowest performance level) – ELPI
- Driffill (All students in lowest performance level) – ELPI
- Elm Street ES (All students in lowest performance level) – ELPI, ELA
- Emilie Ritchen ES (All students in lowest performance level) – ELPI
- Harrington ES (All students in lowest performance level) – ELPI
- Juan Lagunas Soria (All students in lowest performance level) – ELPI
- Kamala (All students in lowest performance level) – ELPI
- Lemonwood (All students in lowest performance level) – ELPI
- Marina West ES (All students in lowest performance level) – ELPI
- Ramona ES (All students in lowest performance level) – ELPI, ELA, Math
- Rose Avenue ES (All students in lowest performance level) – ELPI
- Dr. Manuel M. López (All students in lowest performance level) – ELPI
- Fremont Academy (All students in lowest performance level) – ELPI, ELA, Math
- RJ. Frank Academy (All students in lowest performance level) – ELPI

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2024 Dashboard:

- All Students- ELPI
- English Learners- ELPI

Long Term English Learners – ELPI, ELA, Math
African American (AA) – ELA, Math
Homeless Youth- Math

Student group(s) within school(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2024 Dashboard:

César E. Chávez: ELPI- All Students, ELs; Math- Long Term ELs, HOM; School Climate- HOM

Christa McAuliffe: ELA- SWD

Curren: ELPI- ALL, ELs; ELA – EL, HOM, SWD; Math – HOM, SWD; School Climate: SWD

Dr. Manuel M. López: ELPI- ALL, ELs, Long Term ELs; ELA- ELs, Long Term ELs; Math- ELs, Long Term ELs

Driffill: ELPI- ALL, ELs, Long Term ELs

Elm Street School: ELPI- ALL, ELs; ELA- ELs, Long Term ELs, SED, Hispanic; Math- ELs; Pupil Engagement- HOM

Emilie Ritchen ES: ELPI- ALL, ELs

Fremont Academy: ELPI- ALL, ELs, Long Term ELs; ELA- ALL, ELs, Long Term ELs, SED, SWD, Hispanic; Math- ALL, ELs, Long Term ELs, SED, SWD, Hispanic

Harrington: ELPI- ALL, ELs

Juan Lagunas Soria: ELPI- ALL, ELs; ELA- Long Term ELs, HOM, SWD; Math- SWD

Kamala: ELPI- ALL, ELs, Long Term ELs; ELA- Long Term ELs, SWD; Math- HOM, SWD

Lemonwood: ELPI- ALL, ELs, Long Term ELs; ELA- Long Term ELs; Suspension Rate- Long Term ELs, SWD

Marina West: ELPI- ALL, ELs; ELA- ELs, SWD; Suspension Rate: HOM

McKinna: ELA- HOM, Math- HOM

RJ. Frank Academy: ELPI- ALL, ELs; Math- Long Term ELs; Pupil Engagement- Long Term ELs, SWD

Ramona: ELPI- ALL, ELs; ELA- ALL, ELs; ELA- ALL, ELs, HOM, SED, SWD, Hispanic; Math- ALL, ELs, HOM, SED, SWD, Hispanic

Rose Avenue: ELPI- ALL, ELs; ELA- SWD

Sierra Linda: ELA- ELs

Thurgood Marshall: ELA- ELs, SWD; ELA- ELs, SWD; Suspension Rate- ELs, Long Term ELs, SWD, White

The 2024 California Dashboard data, along with local indicators from the 2024–2025 school year, demonstrate meaningful progress in student achievement and attendance across the Oxnard School District. These gains reflect the district’s strategic and systemic implementation of a Multi-Tiered System of Supports (MTSS), designed to ensure equitable access to rigorous instruction, consistent academic interventions, and comprehensive social-emotional supports for all students.

At the foundation of this work is the district’s unwavering focus on strengthening Tier 1 instruction. Clear expectations for grade-level learning drive lesson design and are reinforced through the implementation of Professional Learning Communities (PLCs) across all schools. These PLCs provide educators with a structured, collaborative environment to analyze student data, align instruction to content standards, develop common assessments, and plan responsive instruction that meets the diverse needs of learners.

To ensure all students receive timely support beyond core instruction, the district has prioritized the expansion and consistency of Tier 2 interventions across schools, content areas, and grade levels. These supports are enhanced by targeted professional development and instructional coaching designed to increase teacher effectiveness and instructional coherence systemwide.

The district's MTSS framework also includes a robust focus on social-emotional learning and behavioral support. Every school is staffed with trained counselors and Outreach Resource Coordinators (ORCs) who support both students and families, strengthening the bridge between school and home. Staff receive professional development in Positive Behavioral Interventions and Supports (PBIS) and trauma-informed care, and each campus maintains a PBIS team with representatives from various roles to coordinate support. These integrated systems foster safe, supportive, and inclusive school environments that extend beyond the classroom.

While districtwide progress is evident, the 2024 Dashboard also highlights areas of concern that require sustained attention. Several student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), African American students, youth experiencing homelessness (HOM), and Socioeconomically Disadvantaged (SED) students, remain in the lowest performance level on one or more state indicators such as English Language Arts (ELA), Mathematics, the English Learner Progress Indicator (ELPI), Suspension Rates, and Pupil Engagement.

These groups are represented across multiple campuses, where they often appear in more than one underperforming category, reflecting layered academic and socio-emotional needs. LTELs, in particular, continue to experience challenges across all major academic indicators, indicating the need for targeted language development, scaffolded access to grade-level content, and ongoing instructional support. Similarly, African American students and youth experiencing homelessness are underperforming in both academic and engagement indicators, calling for expanded culturally responsive teaching practices, mentorship opportunities, and access to wraparound services.

This data reinforces that while systemwide strategies are yielding positive results, persistent equity gaps remain. Addressing these gaps will require differentiated supports tailored to the unique context of each site and student group, guided by continuous data reflection and aligned to districtwide goals.

It is because of this comprehensive and intentional approach, anchored in a cohesive MTSS framework, strengthened first instruction, consistent Tier 2 supports, focused professional learning, and integrated social-emotional supports, that the Oxnard School District has seen sustained growth across all student groups and performance domains. At the same time, the district acknowledges that continued and accelerated efforts are critical to meet the goals outlined in the LCAP. While growth has occurred, the rate of progress must increase to ensure all students, particularly those historically underserved, are on track to meet or exceed grade-level expectations.

Addressing State Priority 7A (Access to a Broad course of study):

To ensure that all students in the Oxnard School District have access to and are enrolled in a broad course of study, the district employs several locally selected measures and tools. Firstly, they monitor master schedules across all schools to verify the availability of appropriate courses. The department collaborates closely with schools to ensure the curriculum meets the needs of diverse grade spans and student groups, including those with exceptional needs. Additionally, the district provides schools with a content allocation plan specifically designed for biliteracy programs. This plan ensures that all schools can offer comprehensive courses aligned with educational standards. School principals oversee daily schedules for teachers and monitor the implementation of these standards through regular classroom visits and

benchmark assessments. Furthermore, the district's comprehensive master schedule audits to review student enrollment and the availability of required courses, such as English Language Development (ELD) courses. These audits help identify any gaps or discrepancies in course offerings, ensuring equitable access to a broad and enriching curriculum for all students. By employing these measures and tools, the Oxnard School District maintains a proactive approach to guaranteeing that every student has the opportunity to enroll in a diverse range of courses that support their academic growth and development across all grade levels and student demographics.

The Oxnard School District (OSD) ensures all students have equitable access to a broad course of study across all school sites through a district-wide approach. District administrators work closely with each school to develop master schedules that meet the diverse needs of the student population, ensuring standards-based instruction in all content areas. To support this initiative, OSD has appointed Teachers on Special Assignment (TOSAs) in key subject areas. These TOSAs collaborate with schools to enhance teachers' skills and ensure comprehensive access to all curriculum areas. The district's commitment to biliteracy education is evident through its 10 district-wide biliteracy programs and 2 strand programs within schools, integrating literacy standards with science and social studies for a robust educational experience. OSD emphasizes specialized strands at many schools, offering courses, electives, and clubs that allow students to pursue their interests. Additionally, the district's after-school program enriches student experiences by providing activities in science, music, and the arts, broadening their educational exposure beyond regular school hours. Through these efforts, OSD ensures that all students have access to a diverse and enriching course of study. The district monitors progress closely and remains committed to fostering an inclusive educational environment where every student can thrive academically and pursue their interests.

The Oxnard School District has identified specific barriers hindering access to a broad course of study for some students, particularly those who require English Language Development (ELD). To address this challenge, we have implemented the AVID Excel program, integrating ELD standards into elective courses. This innovative approach ensures that English learners receive essential language development instruction alongside enrichment opportunities. Furthermore, the district is actively exploring the feasibility of offering a zero-period option to expand access for all EL students to both ELD and elective courses. Moreover, to support student learning and minimize disruptions to core instruction, the district prioritizes intervention opportunities before and after school. These interventions are targeted based on student needs, focusing initially on supporting unduplicated student groups. Additionally, the district offers enrichment activities after school and during the summer to enrich student learning experiences and further promote academic growth. By addressing these barriers and continually refining programs and offerings, the Oxnard School District is dedicated to ensuring that all students have equitable access to a comprehensive and enriching course of study that supports their academic success and personal growth. We remain committed to fostering an inclusive educational environment where every student can thrive and reach their full potential.

The Oxnard School District (OSD) has made strategic revisions and decisions to ensure equitable access to a broad course of study for all students. Collaborating with partner agencies, OSD has reinforced its commitment to providing comprehensive education, including robust art and music programs across all schools. To further enhance access, the district meticulously analyzes and refines all master schedules. This ongoing effort ensures a broad course of study and promotes heterogeneous groupings at the middle school level, fostering diverse learning environments that benefit all students. Building on the success of the AVID Excel program, OSD has expanded opportunities and is exploring zero-period options, providing students with greater flexibility in their schedules to accommodate both academic needs and elective interests. The district is also conducting a thorough review of schedules tailored to student groups, ensuring all learners have equitable access to educational opportunities. By implementing these revisions and decisions, OSD is dedicated to fostering an inclusive educational environment where every student can thrive academically and pursue their passions across diverse disciplines. The district remains

committed to continuous improvement, ensuring all students have the opportunities and support needed for academic success and personal growth.

Unexpended Learning Recovery Emergency Block Grant Funds Update:

As of the latest fiscal update, Oxnard School District has a balance of \$4,258,811 in Learning Recovery Emergency Block Grant (LREBG) funds. This balance reflects the strategic and phased implementation of multi-year recovery initiatives. The District is committed to fully expending these funds within the allowable timeline, ensuring alignment with state priorities and maximum impact on student learning and support services.

LREBG funds are supporting several critical actions that directly address student learning recovery and access needs across Oxnard School District. A key investment includes Literacy Intervention Teachers (Goal 2.10), who provide targeted instruction designed to accelerate literacy development for students performing below grade level. The effectiveness of this action will be monitored through local and state assessments, including CA Dashboard ELA metrics. Additionally, the funding supports the position of a Web Content Analyst and the ongoing refresh of student technology (Goal 5.39), ensuring equitable access to digital tools and sustaining a strong communication infrastructure for students, families, and staff. The effectiveness of these investments will be measured through local operational metrics and additional local indicators. Transitional Kindergarten (TK) Paraprofessionals (Goal 5.27) and General Education Paraprofessionals (Goal 5.29) have also been hired with LREBG funds. The effectiveness of these actions will be monitored through local operational metrics, as well as local and state assessments.

Reflections: Technical Assistance

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

N/A

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.

Fremont Academy of Environmental Science and Innovative Design

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 Oxnard School District will support Fremont Academy in developing and implementing its Comprehensive Support and Improvement (CSI) plan. This support will focus on a school reform model aimed at improving student outcomes in areas such as chronic absenteeism, suspension rates, and academic performance in English language arts and mathematics.

To inform the CSI plan, the district will leverage its internal systems, programs, and personnel. Key components of a CSI plan, such as comprehensive needs assessment, educational partner involvement, and addressing resource inequities, are already integrated into the Single Plan for Student Achievement (SPSA) template. Consequently, the Fremont SPSA will serve as the CSI plan. The Leadership Team and School Site Council of Fremont Academy will develop and monitor this plan with guidance and support from the Director of School Performance and Student Outcomes, who will also act as their CSI Coordinator. Continuous data analysis from benchmark assessments will help determine student needs. Teachers will have Professional Learning Community (PLC) time and separate common planning time weekly to plan instruction. Additionally, a robust Multi-Tiered System of Supports (MTSS) will be implemented to ensure student needs are met, with guidance and support provided by the Director of Pupil Services.

The district will support academic intervention programs for Fremont students. Its professional development plan includes training on evidence-based instructional strategies, mathematics and comprehensive literacy, district-mandated academic programs and software, district data systems, Positive Behavioral Interventions and Supports (PBIS), the MTSS process, and social-emotional programs and strategies. Site Administrators will participate in this professional development and receive additional training to enhance their skills as instructional leaders through a consultant. Furthermore, a comprehensive family and community engagement plan will involve various members, such as the District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Advisory Committee (PAC), Parent-Teacher Association (PTA), the African-American Parent Group, the Mixteco Parent Group, the Asian-American, Pacific Islander Parent Group, and Project2Inspire.

In addition to the district's internal support systems and services, CSI funds have been allocated to contract with an external provider, Orenda Education, to support Fremont Academy in its CSI plan development and implementation. Orenda Education employs the Teach, Lead, Counsel (TLC) approach, which aims to create equity-based systemic changes in schools, ensuring continuous and sustainable improvement. The TEACH component focuses on building a powerful teaching and learning system by designing grade-level curricula, common assessments, and instructional strategies while enabling educators to reflect on and reassess their methods. The LEAD component enhances the capacity of site and district leaders through a scholarly and technical approach, supporting school conditions that enable staff and students to achieve their targets. The COUNSEL component strengthens the student support services division within the school community, where staff use actionable college readiness indicator data through Orenda's monitoring software to track student progress toward college and career readiness.

Monitoring and Evaluating Effectiveness

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

To effectively monitor and evaluate the implementation of the CSI plan and support student and school improvement efforts, the Oxnard School District has established a structured framework. The CSI Coordinator, serving as the District Director of School Performance and

Student Outcomes, will actively participate in Fremont Academy's School Site Council (SSC) and Leadership Team meetings on a regular basis. Their primary responsibility will be to oversee and assess the progress of the CSI plan using a designated monitoring tool designed specifically to measure advancements toward predetermined metrics. Additionally, to ensure comprehensive oversight and support, a representative from the external technical support provider, Orenda Education, will be invited to these meetings to provide updates and pertinent information.

These meetings will focus on evaluating the effective utilization of CSI funds to achieve the outlined grant objectives. Integral to this evaluation process will be the collection and analysis of key outcome data aimed at informing ongoing decision-making and assessing the efficacy of the school's CSI strategies. This data includes academic achievement metrics such as CAASPP results in English Language Arts (ELA) and Mathematics, disaggregated to include all student subgroups. Furthermore, local benchmark data from STAR Reading and STAR Math assessments will provide insights into student progress and identify areas needing improvement.

To gauge student engagement and behavior trends, metrics such as attendance rates, chronic absenteeism rates, and suspension rates will be closely monitored. Additionally, Panorama survey results will be used to assess student social-emotional learning and well-being, as well as levels of parent engagement and satisfaction with school initiatives. Regular dissemination of these outcomes and findings will occur during SSC, English Learner Advisory Committee (ELAC), Site Leadership, and staff meetings. This collaborative approach ensures that all educational partners are well-informed about the progress of the CSI plan, facilitating informed decision-making and allowing for adjustments as needed to continuously enhance student outcomes and school effectiveness.

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>Students; Teachers; Principals; Administrators; Other School Personnel; Local Bargaining Units of the LEA; Parents; Students; SELPA Consultation</p> | <p>General Timeline of the LCAP Process and Meetings:</p> <p>February 2025</p> <ul style="list-style-type: none"> • February 19: Provided a mid-year LCAP presentation to the Board of Trustees. <p>March 2025</p> <ul style="list-style-type: none"> • Attended the LCAP Writer’s Workshop hosted by the Ventura County Office of Education (VCOE) to receive initial guidance on the development process. • Initiated ongoing communication with VCOE for technical assistance, clarifications, and recommendations throughout the LCAP development period. • Data collection began informally through ongoing departmental meetings and discussions across Educational Services to identify emerging needs and areas of focus. • Began incorporating LCAP discussions and feedback collection into various established meeting agendas, including but not limited to: <ul style="list-style-type: none"> – English Learner Advisory Committees (ELACs) – Parent Advisory Committee – Family and Community Engagement (FACE) meetings – Curriculum Council – Other site and district-level collaborative meetings. |

| Educational Partner(s) | Process for Engagement |
|------------------------|---|
| | <p>April 2025</p> <ul style="list-style-type: none"> • April 3: Held the first formal LCAP Committee Meeting to review preliminary data, discuss goals, and plan stakeholder engagement strategies. <p>May 2025</p> <ul style="list-style-type: none"> • May 12 and May 15: Conducted additional LCAP Committee meetings to review stakeholder input received to date, refine proposed actions and services, and ensure alignment with identified student needs. • May 20: Hosted a live webinar for staff to provide an overview of the LCAP draft and to solicit further feedback. • May 22: Hosted a live webinar for families, offering an opportunity for parents and community members to learn about the LCAP, ask questions, and provide input. • May 22: Announced the Public Hearing for the LCAP. This announcement was: <ul style="list-style-type: none"> – Posted on all school sites – Published on the district’s website – Shared via social media platforms – Communicated to families via ParentSquare. <ul style="list-style-type: none"> • May 25: The Public Hearing announcement was also published in the Ventura County Star newspaper to ensure broad community awareness. <p>Winter 2024–25 and Spring 2025</p> <ul style="list-style-type: none"> • Distributed LCAP surveys: <ul style="list-style-type: none"> – Winter: Family surveys to gather input on needs, priorities, and program impacts. – Spring: Staff surveys to collect insights on implementation effectiveness and professional needs. <p>June 2025</p> <ul style="list-style-type: none"> • June 1: Held the formal Public Hearing for the LCAP to provide an opportunity for public review and comments prior to adoption. |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <ul style="list-style-type: none"> June 3: Consulted with the Special Education Local Plan Area (SELPA) to ensure alignment of the LCAP with services and supports for students with disabilities and to meet all consultation requirements. <p>Ongoing</p> <ul style="list-style-type: none"> Maintained continuous communication and collaboration across departments, VCOE, and stakeholder groups to review data, refine actions, and ensure all voices are represented in the final LCAP. |

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

The Oxnard School District believes that educating and supporting our children is a shared responsibility, one that thrives when all educational partners are actively engaged. The development of the 2025–2026 Local Control and Accountability Plan (LCAP) was shaped by comprehensive and inclusive feedback from students, families, staff, school leaders, and labor association representatives, all of whom contributed essential insights that informed the district’s goals, actions, and priorities.

To ensure meaningful representation, the LCAP Committee for the 2025–2026 cycle was composed of district and site administrators, representatives from the Oxnard Educators Association (OEA), the Oxnard Supportive Services Association (OSSA), the California School Employees Association (CSEA), and families. This diverse group met three times over the course of the year to review district data, learn about the LCAP process, identify needs, and generate recommendations for the final plan.

The Special Education Department and the Special Education Local Plan Area (SELPA) were also engaged throughout the process. Special Education representatives participated in family meetings, and insights from the Special Education Report prepared by School Services of California informed LCAP decisions related to supports for students with disabilities. This included strengthening the Multi-Tiered System of Support (MTSS) and expanding both academic and social-emotional interventions.

In addition to the LCAP Committee, the district employed a variety of strategies to gather input from educational partners. Panorama surveys were created for families, community members, and staff, made available in both English and Spanish, and distributed through multiple channels, including meetings, the district website, email, and ParentSquare. Feedback was also collected through evaluations of professional learning sessions facilitated by both internal staff and external partners to assess professional learning needs and the effectiveness of the sessions attended.

Ongoing platforms such as Curriculum Council meetings, the Biliteracy Teacher Focus Group, and the newly formed Superintendent’s Teacher Advisory Committee (TAC) provided educators with additional opportunities to share feedback on successes, challenges, instructional practices, and professional development, particularly as they relate to the implementation of the district’s strategic plan.

In the 2024–25 school year, the district also hosted webinars to further expand opportunities for community members, families, and staff to share their input. A special effort was made to include voices from a broader range of roles. Meetings for specific groups, such as counselors, outreach specialists, teachers on special assignment, principals, and assistant principals, were held to gather suggestions. Looking ahead, the district aims to further extend outreach efforts through job-specific meetings to include classified employees in the upcoming school year.

Similarly, the district provided multiple venues for families and community members to share feedback. The District English Learner Advisory Committee (DELAC) served as a dedicated space for families of English learners to engage in the LCAP development process. In addition to DELAC, a variety of other parent and community advisory groups offered meaningful input during the school year. These included the African American Steering Committee, the African American Parent Advisory Group, the Mixteco Steering Committee, the Mixteco Parent Advisory Group, the Asian and Pacific Islander Parent Group, and the Newcomer Parent Group. These groups contributed critical insights related to cultural inclusivity, access to academic and social-emotional supports, language development, and equitable practices.

The district also established the Family and Community Engagement (FACE) Advisory Group, a committee dedicated to providing input on the implementation of the district’s Family Engagement Framework. This group collaborates with district leaders to strengthen family-school partnerships and ensure alignment with the engagement goals outlined in the LCAP. Additionally, the Superintendent’s Parent Advisory Committee (PAC) met regularly with the superintendent, giving families a consistent opportunity to discuss district initiatives, share concerns, and offer direct feedback to district leadership. This ongoing dialogue has promoted transparency, built trust, and helped ensure the district remains responsive to community needs. Additionally, through the Family and Community Engagement Group (FACE), which includes community members and representatives from various family groups, the district also gathered additional feedback on the actions included in the LCAP.

Equally, student voice played a central role in informing the development of the 2025–2026 LCAP. The Superintendent Fellows, a leadership group composed of student representatives from every school site, participated in monthly meetings where they shared authentic reflections on their educational experiences directly with the district’s superintendent. To further elevate student voice, the district has encouraged the formation of student leadership groups at each school site, creating consistent opportunities for students to share their views, advocate for their needs, and contribute to school improvement efforts.

At the district level, students also served on the Middle School Committee, which was established to provide recommendations to the Board of Trustees on middle school grading policies and 8th-grade promotion activities. In addition, the district’s Respect, Inclusion, Support, and Equity (RISE) Committee, tasked with examining systemic inequities and barriers, created meaningful opportunities for student input through surveys and focus groups, gathering feedback from students in kindergarten through eighth grade.

These various opportunities for engagement, combined with data collected through Student Panorama Surveys, helped surface key student needs and aspirations, which had a significant influence on the goals and actions included in the 2025–2026 LCAP. Students expressed a strong desire for greater clarity and structure in their classrooms. They shared that understanding teacher expectations, both academic and behavioral, helped them feel more confident and successful. They also emphasized the importance of instruction that is engaging, relevant, and connected to real-world experiences. When lessons feel meaningful, their motivation and participation increase.

In describing the type of support they value most, students highlighted the importance of relationships. They want teachers who are approachable, who take time to listen, and who offer guidance and encouragement when challenges arise. Students consistently shared that having adults who genuinely care about them makes a powerful difference in both their academic and emotional well-being.

Safety and inclusion were additional themes raised by students. They called for respectful and supportive school environments, free from bullying and discrimination. They emphasized the importance of feeling emotionally safe and knowing that their backgrounds and identities are recognized and valued. Students described the positive impact of authentic connections with staff when adults know them personally and take an interest in their lives.

Student feedback also revealed a desire for more opportunities to build life skills and engage in deeper learning. They expressed that critical thinking, creativity, and collaboration should be central to their school experience, and that schools should help them feel prepared for college, careers, and life beyond the classroom. Their reflections underscored a call for education that is rigorous, relevant, and responsive to the modern world.

Families voiced similar priorities. They advocated for stronger, more consistent communication between home and school, including regular updates on academic progress and upcoming events. Families emphasized that communication should be reciprocal, providing opportunities for meaningful dialogue with teachers and administrators. They also highlighted the importance of expanded tutoring to help students close learning gaps and prepare for a successful future. Additionally, families expressed a need for information and guidance on high school pathways, college and career readiness, and the process of pursuing higher education. More broadly, they called for schools that are welcoming, inclusive, and responsive to the needs of their children and communities.

Educators across the district echoed many of these themes. Teachers shared a deep commitment to improving student outcomes but emphasized the need for greater alignment, clarity, and support throughout the system. They expressed a desire for more cohesive districtwide planning, vertical alignment across grade levels, and clear expectations for instructional practices. Teachers also called for district-supported professional development in key areas such as writing across the curriculum, foundational literacy and numeracy, social-emotional learning, and support for multilingual learners, including newcomers and long-term English learners (LTELs).

A strong request emerged for support in using data effectively. Many teachers shared concerns about the mismatch between grading systems, assessment data, and actual student performance. They advocated for more streamlined systems and clear guidance on how to analyze and use data constructively to drive instruction. Teachers also called for a renewed focus on rigor and depth, requesting flexibility to move beyond rigid pacing guides prescribed by publishers and toward instructional approaches that foster conceptual understanding and higher-order thinking.

Classified staff emphasized the importance of targeted professional development, clear communication, and access to the tools and resources needed to perform their roles effectively. They expressed a desire to be included more intentionally in districtwide planning and decision-making processes and called for a culture that values the vital contributions of all staff members, regardless of role.

School leaders contributed feedback aligned with these themes. They emphasized the need for improved alignment across schools and clearer, more consistent communication from the district. Principals advocated for professional development focused on leading effective Professional Learning Communities (PLCs), building robust Tier 1 and Tier 2 support systems to address both academic and social-

emotional needs, and developing coaching models to support staff professional growth. They also underscored the importance of culturally responsive, asset-based practices and called for increased collaboration and articulation across grade levels and school sites.

Throughout the engagement process, several common themes emerged across all educational partner groups. These included improved communication and engagement, targeted professional development, student-centered learning environments, expanded academic support and instructional rigor, and aligned data systems and instructional coherence.

The actions and goals outlined in the 2025–2026 LCAP are a direct response to the identified needs of our educational partners. They reflect the district’s commitment to students, families, and staff through thoughtful, inclusive, and strategic planning. This approach ensures continued alignment with the district’s broader purpose of serving its students by providing a well-rounded, high-quality education that prepares them to change the world as inspired, accomplished, multilingual global citizens, both in school and beyond.

The draft LCAP was presented at a Public Hearing on June 11, 2025, and formally adopted by the Board of Trustees on June 18, 2025. While no public comments requiring a written response were submitted, the LCAP itself is the result of extensive educational partner input gathered throughout the year.

Ultimately, the 2025–2026 LCAP reflects a collective vision, one shaped by the lived experiences and aspirations of students, families, educators, and community members. The insights gathered through this process were not simply collected but acted upon. They are reflected in the district’s goals to strengthen instructional coherence, expand academic and social-emotional supports, increase family engagement, and build a system where every student is known, supported, and inspired to thrive. The voices of our educational partners, especially our students, continue to guide and ground our work toward equity, excellence, and shared responsibility for student success.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | <p>Student Academic Engagement and Achievement: Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.</p> <p>(SP 1.1) HIGH INTELLECTUAL PERFORMANCE (SP 1.2) STRENGTHENING INSTRUCTION & STUDENT ENGAGEMENT (SP 1.3) STUDENT PROFILE-DRIVEN LESSON DESIGN (SP 1.4) MULTILINGUALISM (SP 1.5) TECHNOLOGY</p> | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been developed in alignment with the Oxnard EMPOWERS Strategic Plan Goal 1, which focuses on Improving Student Academic Engagement and Achievement. The Oxnard School District recognizes the imperative to significantly accelerate student engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices. The district is confident that through evidence-based first instruction relevant to our students' experiences, teachers will deliver the rigorous instruction necessary for student success.

Current student data underscore the urgent need for the Oxnard School District to enhance the academic achievement of all students, including English Learners, Foster Youth, Low-Income students, and student groups experiencing performance gaps. The district's overall growth has been relatively stagnant since 2015, with the percentage of students meeting or exceeding academic standards significantly trailing behind that of the county and state averages. Additionally, the 2024 Local Indicator Self-Reflection Tool identified areas for growth, which will also be addressed within this goal.

To effectively monitor progress toward achieving goal 1, the district will utilize statewide and local assessment metrics that can be disaggregated by student group, ensuring that all student demographics are addressed and held to high standards. Various data sources, including the CA Dashboard results, statewide assessment outcomes, reclassification rates, the Panorama Staff Survey, and the percentage of students with IEPs served within the regular classroom, will be used to track progress. These metrics will enable the district to measure and monitor year-to-year growth for all students, including those with performance gaps.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|---|---|
| 1.1 | Panorama - Staff Survey Percentage of staff responding “Yes, most of the time or all the time” (State Priority 7B) | Source: 2023-24 Panorama Report District Providing Services to Unduplicated Pupils: 68% | Source: 2024-25 Panorama Report District Providing Services to Unduplicated Pupils: 75% | | Source: 2026-27 Panorama Report District Providing Services to Unduplicated Pupils: 90% | Source: Panorama Report +7% |
| 1.2 | Statewide Assessment - SBAC English Language Arts (ELA) Percent of All Grades students Met or Exceed Standard for ELA (State Priority 4A) | Source: 2022-23 DataQuest ALL: 28.8% EL: 10.80% FY: 21.05% HOM: 19.39% SED: 26.24% SWD: 5.73% | Source: 2023-24 DataQuest ALL: 30.14% EL: 9.66% FY: 18.18% HOM: 20.74% SED: 28.03% SWD: 6.35% | | Source: 2025-2026 DataQuest ALL: 50% EL: 30% FY: 40% HOM: 40% SED: 45% SWD: 25% | Source: DataQuest ALL: +1.34% EL: -1.14% FY: -2.87% HOM: +1.35% SED: +1.79% SWD: +0.62% |
| 1.3 | Statewide Assessment - SBAC Mathematics Percent of All Grades students Met or Exceed Standard for Math (State Priority 4A) | Source: 2022-23 DataQuest ALL: 18.35% EL: 8.78% FY: 15.79% HOM: 12.85% SED: 16.53% SWD: 3.44% | Source: 2023-24 DataQuest ALL: 20.16% EL: 8.76% FY: 9.09% HOM: 14.83% SED: 18.46% SWD: 4.91% | | Source: 2025-2026 DataQuest ALL: 40% EL: 30% FY: 35% HOM: 35% SED: 35% SWD: 20% | Source: DataQuest ALL: +1.81% EL: -.02% FY: -6.70% HOM: +1.98% SED: +1.93% SWD: +1.47% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|---|--|
| 1.4 | Statewide Assessment - California Science Test (CAST) Percent of All Grades students Met or Exceed Standard for Science (State Priority 4A) | Source: 2022-23 DataQuest ALL: 14.44% EL: 1.63% FY: Student group too small to report HOM: 6.91% SED: 12.64% SWD: 3.14% | Source: 2023-24 DataQuest ALL: 16.23% EL: 1.77% FY: Student group too small to report HOM: 9.64% SED: 14.24% SWD: 2.82% | | Source: 2025-26 DataQuest ALL: 35% EL: 20% FY: Student group too small to report HOM: 30 SED: 35% SWD: 20% | Source: DataQuest ALL: +1.79 EL: +.14 FY: Student group too small to report HOM: +2.73 SED: +1.60 SWD: -0.32 |
| 1.5 | English Learner Proficiency/Summative ELPAC Percentage of students at each overall performance level (State Priority 4E) | Source: 2022-23 DataQuest Level 1: 18.55% Level 2: 29.83% Level 3: 36.43% Level 4: 15.19% | Source: 2023-24 DataQuest Level 1: 22.57% Level 2: 33.05% Level 3: 34.90% Level 4: 9.48% | | Source: 2025-26 DataQuest Level 1: 10% Level 2: 20% Level 3: 30% Level 4: 40% | Source: DataQuest Level 1: +4.02% Level 2: +3.21% Level 3: -1.53% Level 4: -5.71% |
| 1.6 | English Learner Reclassification Rates (State Priority 4F) | Source: 2023-24 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 27% Grades K-2 ALL: 0% Grades 3-8 ALL: 27% | Source: 2024-25 (as of 2/05/25) Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 18.6% Grades K-2 ALL: 0% Grades 3-8 ALL: 18.6% | | Source: 2026-27 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 50% Grades K-2 ALL: 5% Grades 3-8 ALL: 45% | Source: Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: -8.40% Grades K-2 ALL: Remained at 0% Grades 3-8 ALL: -8.40% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|---|----------------|---|--|
| 1.7 | Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class (State Priority 7C) | Source: 2023-24 Fall CALPADS Report 16.13 <40% ALL: 19.47% 40% - < 80% ALL: 24.13% >=80% ALL: 52.16% | Source: 2024-25 Fall CALPADS Report 16.13 <40% ALL: 18.49% 40% - < 80% ALL: 21.12% >=80% ALL: 46.80% | | Source: 2026-27 Fall CALPADS Report 16.13 <40% ALL: 15% 40% - < 80% ALL: 18% >=80% ALL: 62% | Source: CALPADS Report 16.13 <40% ALL: -.98% 40% - < 80% ALL: -3.01% >=80% ALL: -5.36% |
| 1.8 | Statewide Assessment: ELA Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) (State Priority 4A) | Source: 2022-23 CA Dashboard All: -57.2 EL: -77 FY: -116.3 HOM: -84.8 SED: -63.6 SWD: -132.7 African American: -54.6 Hispanic: -60.5 White: -19.3 Two or More Races: -3.3 Asian: 25 Filipino: 28.7 | Source: 2023-24 CA Dashboard All: -55.3 EL: -74 FY: -74.2 HOM: -81.3 SED: -59.8 SWD: -127.3 African American: -71.3 Hispanic: -57.5 White: -18.3 Two or More Races: -4.4 Asian: 17.1 Filipino: 41.8 | | Source: 2025-2026 CA Dashboard All: -25 EL: -35 FY: -50 HOM: -40 SED: -30 SWD: -60 African American: -20 Hispanic: -30 White: -5 Two or More Races: 10 Asian: 40 Filipino: 45 | Source: CA Dashboard All: +1.90 EL: +3.0 FY: +42.09 HOM: +3.5 SED: +3.80 SWD: +5.40 African American: -16.70 Hispanic: +3.0 White: +1.0 Two or More Races: -1.10 Asian: -7.90 Filipino: +13.10 |
| 1.9 | Statewide Assessment: Math Students meeting grade-level standards on the Math assessment based on distance from standard (DFS) | Source: 2022-23 CA Dashboard All: -90.8 EL: -104.5 FY: -125.1 | Source: 2023-24 CA Dashboard All: -55.3 EL: -74 FY: -74.2 | | Source: 2025-2026 CA Dashboard All: -45 EL: -50 FY: -60 | Source: CA Dashboard All: +35.5 EL: +30.5 FY: +50.9 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|--|--|
| | (State Priority 4A) | HOM: -105.3 SED: -96.5 SWD: -158.5 African American: -99.7 Hispanic: -94.5 White: -49.8 Two or More Races: -41.8 Asian: 18.2 Filipino: 3.4 | HOM: -81.3 SED: -59.8 SWD: -127.3 African American: -71.3 Hispanic: -57.5 White: -18.3 Two or More Races: -4.4 Asian: 17.1 Filipino: 41.8 | | HOM: - 50 SED: -45 SWD: -80 African American: -45 Hispanic: -45 White: -25 Two or More Races: -20 Asian: 30 Filipino: 15 | HOM: +24 SED: +36.7 SWD: +31.2 African American: +28.4 Hispanic: +37 White: +31.50 Two or More Races: +37.4 Asian: -1.09 Filipino: +38.4 |
| 1.10 | These priorities are specifically designed for high-school and do not apply to TK-8 school districts: A-G requirements completion (State Priority 4B) Career technical education sequences completion (State Priority 4C) A-G and CTE course requirements completion (State Priority 4D) AP exam with score of 3 or higher (State Priority 4G) Participation and demonstration of college | N/A | N/A | | N/A | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|----------|----------------|----------------|---------------------------|----------------------------------|
| | preparedness (e.g., EAP) (State Priority 4H) | | | | | |
| | High school dropout rates (State Priority 5D) | | | | | |
| | High school graduation rates (State Priority 5E) | | | | | |

Goal Analysis [2024-25]

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

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

The 2024–2025 school year marked a year of purposeful implementation and continued growth for Oxnard School District in advancing Goal 1: High-Quality Teaching and Learning. The district made significant strides in ensuring equitable access to rigorous, engaging, and standards-aligned instruction through a diverse range of programs and instructional supports.

Across the board, actions such as the expansion of biliteracy programs, the implementation of the Youth Cinema Project, and the districtwide offering of arts education contributed meaningfully to both academic progress and student engagement. Key instructional platforms, including Renaissance and the district’s learning management system, provided valuable data and tools to monitor student learning and guide instructional decision-making. At the same time, foundational work in standards alignment, assessment coherence, and professional collaboration through PLCs laid the groundwork for sustained academic growth.

While most actions were implemented as planned, the district identified opportunities for further growth. Actions such as Project-Based Learning, Universal Design for Learning, and expansion of multilingual opportunities will carry forward into the 2025–2026 school year for deeper implementation and broader reach. Adjustments in staffing models and enhanced professional development are planned to address gaps and accelerate progress.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal are interconnected and structured to be mutually supportive. This integrated design limits how the impact and supporting evidence of each individual action are documented and reported within the LCAP. As a result, the effectiveness of each action is referenced using a broader metric aligned with the overall goal.

Future planning will include the intentional organization of actions within each goal to incorporate specific, identifiable metrics for both implementation and effectiveness.

Overall, the implementation of Goal 1 actions resulted in improved academic outcomes, increased motivation and engagement, and strengthened instructional coherence across schools. As the district moves into the next school year, the work will continue with a strong focus on strategic alignment, inclusive learning environments, and ensuring that every student benefits from high-quality teaching and learning experiences. Below is an analysis of each action included in Goal 1:

1.01 Academic Incentives and Recognitions

The district implemented academic incentives across school sites, including promotion regalia and recognition for biliteracy achievement, which contributed to higher student motivation and improved performance in local and state assessments, especially among 5th and 8th graders. Action 1.01 demonstrated strong effectiveness, as evidenced by increased student motivation and improved outcomes measured by state metrics and assessments, with no significant challenges encountered and no changes needed.

1.02 Youth Cinema Project

Students at Chavez and Lopez schools participated in the Youth Cinema Project, producing work showcased at the Latino Film Festival, while supporting academic and social-emotional growth. Action 1.02 demonstrated strong effectiveness, as evidenced by student projects and academic growth measured by state metrics and assessments, with the program operating as intended without adjustments.

1.03 Expansion of the Arts

All schools within the district offered at least one visual or performing arts class, while some sites expanded to multiple classes using additional funding. Action 1.03 demonstrated strong effectiveness, as evidenced by improved student engagement and outcomes measured by state metrics and assessments, with no changes necessary.

1.04 Teachers for the Arts

The district hired nine art teachers and seven music teachers, though two music positions were converted to classified roles due to hiring challenges. Action 1.04 shows emerging effectiveness, as evidenced by expanded arts instruction across schools despite staffing adjustments, measured by state metrics and assessments, supporting creative learning environments.

1.05 Implementation and Expansion of Biliteracy

Biliteracy programs expanded to 10 schoolwide models and two middle school strands, resulting in stronger academic and social-emotional outcomes for students. Action 1.05 demonstrated strong effectiveness, as evidenced by improved student outcomes measured by state metrics and assessments with no changes required.

1.06 Expand Primary Language Classroom and Site Libraries

Books in students' primary languages were purchased for upper elementary dual language classrooms, supporting literacy development and engagement. Action 1.06 demonstrated strong effectiveness, as evidenced by improved literacy development and engagement measured by state metrics and assessments, with implementation proceeding as planned.

1.07 Renaissance Software

STAR assessments were administered consistently across TK–8, with participation rates ranging from 81% to 100%, supporting instructional planning and student progress monitoring. Action 1.07 demonstrated strong effectiveness, as evidenced by high participation rates informing instructional decisions measured by state metrics and assessments, requiring no changes.

1.08 Learning Management System

Students and teachers used Canvas to support assignment submissions and feedback, improving access to instructional materials and resources. Action 1.08 shows emerging effectiveness, as evidenced by improved access to learning measured by state metrics and assessments, though inconsistent use by some teachers indicates a need for continued support to ensure equitable implementation.

1.09 Data Management Systems

Teachers and administrators utilized data platforms to track academic progress and support multilingual learners; while some tools were underused, training increased strategic instructional use. Action 1.09 shows emerging effectiveness, as evidenced by improved platform use following training efforts measured by state metrics and assessments, with plans for expanded training.

1.10 Portfolio Management System: TK

The portfolio management system (DRDP) was available to all transitional kindergarten teachers, who used it to track student development and readiness. The system helped support early learning goals, and implementation was consistent across the district without any required changes.

1.11 Implementation of Grade-Level Standards

Professional learning for standards-based instruction, coaching, and lesson design tools supported measurable growth in student achievement at participating schools. Action 1.11 demonstrated strong effectiveness, as evidenced by improved student achievement outcomes measured by state metrics and assessments.

1.12 Alignment of State Standards and Local Assessments

Grade-level teams aligned local assessments with California standards, improving assessment consistency and instructional decision-making. Action 1.12 demonstrated strong effectiveness, as evidenced by improved alignment and data reliability for instructional decisions measured by state metrics and assessments, with no modifications needed.

1.13 Vertical and Horizontal Planning and Communication

Teachers engaged in collaborative planning within and across grade levels, resulting in greater instructional coherence and smoother student transitions. Action 1.13 demonstrated strong effectiveness, as evidenced by improved instructional coherence and student transitions measured by state metrics and assessments, with no changes needed.

1.14 Project-Based Learning

While some grade levels implemented project-based learning units, limited district-level training and coaching delayed full implementation. Action 1.14 did not achieve desired outcomes, as evidenced by incomplete implementation and the need for continued support measured by state metrics and assessments, and will continue into next year with reallocated budget for broader teacher collaboration.

1.15 Interdisciplinary Units

Teachers refined instructional maps to include interdisciplinary units, particularly in biliteracy programs and middle school, improving writing and engagement. Action 1.15 demonstrated strong effectiveness, as evidenced by improved writing and engagement outcomes measured by state metrics and assessments, with no changes required.

1.16 Universal Design for Learning (UDL)

UDL training was provided primarily to 3rd-grade teachers, with optional sessions for other grades, enhancing lesson plans and instructional access. Action 1.16 shows emerging effectiveness, as evidenced by improved instructional access for participating teachers measured by state metrics and assessments, with broader implementation planned next year.

1.17 Implementation of Essential Pedagogical Principles

Student-centered, collaborative, and rigorous instructional strategies were implemented across subjects, especially in mathematics, with aligned supporting materials. Action 1.17 demonstrated strong effectiveness, as evidenced by enhanced instructional practices across subjects measured by state metrics and assessments, requiring no changes.

1.18 Implementation of the CA Frameworks

Middle school and biliteracy teachers attended professional development on California content frameworks, supported by coaching; next year, the focus will expand to K–2 literacy and numeracy. Action 1.18 demonstrated strong effectiveness, as evidenced by improved framework-aligned instruction measured by state metrics and assessments.

1.19 Professional Learning Communities

Schools engaged in regular PLC sessions, supported by training and coaching for leadership teams, improving formative data use and instructional coherence. Action 1.19 demonstrated strong effectiveness, as evidenced by improved formative data use and instructional alignment measured by state metrics and assessments, requiring no revisions.

1.20 Developing Multilingualism

The district sustained multilingual programs and introduced a TK-level language application to support early exploration, with plans to expand access. Action 1.20 shows emerging effectiveness, as evidenced by partial implementation with promising early outcomes measured by state metrics and assessments.

1.21 Implementation of Oxnard "MAS" / Multilingual Master Plan

The district implemented its multilingual master plan, which aimed to improve academic growth for English Learners through aligned instructional strategies. Action 1.21 shows emerging effectiveness, as evidenced by some gains in student outcomes measured by local and state assessments. Areas of growth for this action include the need to ensure consistent and effective access for multilingual learners in all content areas to fully meet district goals.

1.22 Implementation of Oxnard EMPOWERS / Master Plan

The district's LCAP and the district's master plan were aligned to ensure coherence across instructional practices, supported by extensive professional development and departmental coordination. Action 1.22 demonstrated strong effectiveness, as evidenced by aligned instructional practices and system coherence measured by state metrics and assessments. Although some areas of the plan are more developed than others, the district has a plan to continue building implementation to ensure all components are fully integrated into school site practices next year.

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.

During the 2024–2025 school year, most Goal 1 actions were implemented as planned, with minimal variance between budgeted and estimated actual expenditures. However, a few material differences were observed due to staffing challenges, shifts in implementation timelines, and reallocation of funds.

In the area of arts instruction (Actions 1.03 and 1.04), the district originally budgeted for the hiring of credentialed music and art teachers through Proposition 28 funding. Although nine art and seven music teachers were hired, two music positions remained vacant due to credentialing constraints. As a result, these positions were converted into classified roles midyear. This adjustment led to a lower-than-expected expenditure compared to the budgeted amount, though the overall goal of expanding arts access was still met.

For Action 1.14 (Project-Based Learning), the district initially planned professional development and coaching support. However, due to shifts in district priorities and staffing allocations, this action was not fully implemented during the 2024–25 school year. The associated budget was reallocated to support other professional learning and collaboration efforts, resulting in a notable variance between planned and actual expenditures. This action is scheduled to roll over into the 2025–26 school year for full implementation.

In the area of data systems (Action 1.09), while expenditures for the Illuminate and Ellevation platforms aligned with budget expectations, underutilization of certain components (e.g., SmartForms, EduClimber reports) revealed a gap between intended and actual service improvements. As a result, the estimated percentage of improved services, particularly those supporting data-driven intervention, was somewhat lower than initially projected. Plans for expanded professional development in 2025–26 aim to close this implementation gap.

Overall, while most Goal 1 actions were delivered as intended and maintained fiscal alignment, the above-mentioned actions contributed to the few material differences between budgeted and actual expenditures. Likewise, the estimated actual percentages of improved services generally aligned with planned percentages, except in the areas where implementation was partial or postponed. These variances are being addressed through strategic planning for the 2025–26 LCAP cycle to ensure consistent improvement across all initiatives.

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

The majority of Goal 1 actions proved effective in advancing the district’s commitment to high-quality teaching and learning, with consistent evidence of academic progress, improved student engagement, and enhanced instructional alignment across grade levels.

Key instructional initiatives such as Implementation of Grade-Level Standards (Action 1.11) and Alignment of State Standards and Local Assessments (Action 1.12) demonstrated strong effectiveness. Teachers participated in professional learning and coaching that led to increased rigor, improved formative assessments, and measurable gains in benchmark and STAR data at several school sites.

Actions focused on student engagement and enrichment also showed a strong impact. The Youth Cinema Project (Action 1.02) fostered increased writing performance and socioemotional growth, while the Expansion of the Arts (Action 1.03) and the hiring of additional art and music teachers (Action 1.04) ensured access to creative learning for all students. These programs contributed to both academic and motivational gains across diverse student groups.

The district's continued investment in biliteracy education (Action 1.05) and development of multilingualism (Actions 1.20–1.21) resulted in strong performance outcomes for English Learners. Students in biliteracy pathways not only demonstrated higher reclassification rates but also performed better academically by middle school compared to their peers. The full implementation of the Oxnard Multilingual Master Plan (MAS) further supported this success.

Several technology-based systems (Actions 1.07–1.09) were effectively used to monitor learning, manage assessments, and support differentiated instruction. STAR assessment participation was high, and platforms like Ellevation saw increased usage, particularly in instructional strategies. However, some components, such as EduClimber and SmartForms, were underutilized, indicating a need for further training to maximize effectiveness.

Some actions were partially implemented or deferred, which limited their immediate effectiveness. Project-Based Learning (Action 1.14) and Universal Design for Learning (Action 1.16) were not fully scaled across grade levels due to limited professional development and capacity. These actions are set to continue into the 2025–2026 cycle with targeted support for broader implementation.

Overall, the majority of actions under Goal 1 were effective and aligned with the district's strategic priorities. Where actions were fully implemented, positive trends in academic achievement, engagement, and instructional coherence were observed. For actions with limited or delayed rollout, plans are in place to strengthen implementation and ensure continued progress toward the goal in the coming year.

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.

Following a comprehensive review of the 2024–2025 implementation year, the district has reflected on its progress toward Goal 1: High-Quality Teaching and Learning and used these insights to guide planning for the 2025–2026 cycle. All actions included in the 2024–2025 LCAP will roll over into the 2025–2026 LCAP, as each continues to align with the district's mission to provide rigorous, equitable, and engaging instruction for all students. While the overarching goal, metrics, and target outcomes remain unchanged, implementation strategies will be refined to strengthen fidelity and impact.

As part of the LCAP development process, educational partners, including families, teachers, advisory groups, and survey participants, affirmed that existing Goal 1 actions are aligned to the academic needs and values of the community. Input gathered through FACE meetings, the Curriculum Council, LCAP Committee, and Panorama surveys consistently supported actions such as recognizing student success, increasing access to Spanish-language literacy materials, strengthening math instruction, and expanding use of data systems to monitor progress. This feedback confirmed that the district is on the right path and that current strategies meaningfully reflect shared priorities across partner groups.

Actions such as Project-Based Learning and Universal Design for Learning, which were only partially implemented due to limited capacity, will receive expanded professional development and embedded coaching support to ensure broader adoption across grade levels. Similarly, while data systems were made available districtwide, the use of tools like SmartForms and EduClimber was inconsistent. To address this, the

district will provide additional training and intentionally integrate these platforms into PLC processes and instructional routines to ensure more effective use of student data for decision-making.

Teachers in grades K–2 will also receive increased support for early literacy and numeracy standards, enhancing the implementation of the California Frameworks in foundational grade spans. This shift builds on the existing professional learning provided to upper grades and aims to strengthen the foundational instruction systemwide. The district also plans to expand access to multilingual learning opportunities beyond existing biliteracy programs through the use of new instructional tools, classroom resources, and expanded language-learning experiences.

Furthermore, alignment between the LCAP and the Oxnard EMPOWERS framework will be reinforced through the integration of EMPOWERS elements into school site plans (SPSAs) and departmental monitoring processes. This strategic coherence will ensure that the district continues to make measurable progress on shared goals related to academic performance, student engagement, and equitable outcomes. These changes reflect refinements in implementation rather than alterations to the defined actions themselves.

The explanation for why the LEA developed this goal has been updated from the 2024–25 LCAP to more clearly articulate the rationale.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|-------------|--------------|
| 1.1 | Academic Incentives and Recognitions | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Aligned with the district's strategic plan and reflective of its student profile, this action focuses on implementing incentives tailored for unduplicated student groups. It aims to motivate and encourage students by emphasizing the importance of continuing their career and/or college paths, consistent with the district's strategic goal to foster a college-going culture and promote post-secondary education. This approach underscores the district's commitment to nurturing the holistic | \$89,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-----------------------|---|--------------|--------------|
| | | development of our unduplicated student groups, in accordance with the student profile traits of the Oxnard School District. This action includes gowns for eighth grade promotion ceremonies, the pathway towards biliteracy as well as other academic incentives and recognitions. Progress will be tracked through state metrics and assessments (SP 3.3.2). | | |
| 1.2 | Youth Cinema Project | The Oxnard School District's unduplicated student groups, which constitute more than 90 percent of the district's student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Aligned with the district's strategic plan and reflective of its student profile, the Youth Cinema Project (YCP) is a project-based learning initiative that aims to cultivate competent, resilient, real-world problem solvers. It serves as a bridge across the achievement and opportunity gaps by fostering lifelong learners and nurturing the multicultural future of the entertainment industry. This action will be monitored through state metrics and assessments (SP 1.2.3). | \$223,122.81 | No |
| 1.3 | Expansion of the Arts | The Oxnard School District's unduplicated student groups, which constitute more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves allocating resources to support a diverse array of arts instruction, encompassing | \$481,291.83 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | <p>technology, visual arts, music, theater, and dance. By investing in the district's arts program, the district aims to ensure equitable access to high-quality arts education that fosters creativity, critical thinking, and cultural appreciation among all unduplicated student groups. With this action, the district seeks to enhance the educational experience of its unduplicated student groups and cultivate a vibrant arts community within the district, in alignment with the district's strategic plan. This action will be monitored through site master schedules (SP 1.2.3).</p> | | |
| 1.4 | Teachers for the Arts | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By hiring teachers to support arts instruction, the district aims to enhance unduplicated student groups' musical proficiency, foster a deeper appreciation for music, and develop valuable skills such as discipline, focus, and creativity. Through this action, the district is committed to providing unduplicated student groups with a well-rounded education that includes robust opportunities to participate in the arts, contributing to their overall academic success and personal development. This action will be monitored through site master schedules (SP 1.2.3).</p> | \$3,954,302.57 | No |
| 1.5 | Implementation and Expansion of Biliteracy | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to</p> | \$57,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | <p>experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will continue to develop and refine coherent TK-8 multilingual pathways in alignment with its Strategic Plan. The district will maintain its established plan to transition seven of its schools to full biliteracy sites while adding and developing strands in two of its three comprehensive middle schools. The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students (SP 1.4).</p> | | |
| 1.6 | Expand Primary Language Classroom and Site Libraries | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Expanding the primary language libraries and instructional resources at school sites, classrooms, and homes is essential for promoting inclusivity and supporting diverse learners within the district. This action not only fosters a sense of belonging and validation among unduplicated student groups but also facilitates their academic success by ensuring that they can access learning materials in a variety of languages. This action plays a crucial role in creating equitable learning opportunities for all unduplicated student groups and fostering a</p> | \$60,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|---|--------------|--------------|
| | | supportive educational ecosystem where every learner can thrive. This action will be monitored through state metrics and assessments (SP 1.4.6). | | |
| 1.7 | Renaissance Software | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Renaissance Star Assessment Program is employed across the district as an assessment tool to identify unduplicated student groups for intervention placement and leveled instruction. In addition, another aspect of this program is its role as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Furthermore, the Accelerated Reader Program is utilized to bolster reading comprehension and fluency. The use of the myON program further enhances reading comprehension, accessed through 1:1 devices both at school and at home. This action will be monitored through state metrics and assessments (SP 1.5.1).</p> <p>The funding for this action was included in a previous LCAP as part of a multi-year contract.</p> | \$0.00 | No |
| 1.8 | Learning Management System | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular</p> | \$116,800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------------------|--|--------------|--------------|
| | | <p>opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments (SP 1.5.1).</p> | | |
| 1.9 | Data Management Systems | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data management systems including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately monitor student progress and inform instructional actions, including intervention and enrichment. Progress will be tracked through state metrics and assessments (SP 1.5.1).</p> | \$337,685.00 | Yes |
| 1.10 | Portfolio Management | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the</p> | \$66,680.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | System: Transitional Kindergarten | lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides TK educators access to tools that enable accurate documentation of student progress across various domains. Teachers will input observational data and evidence of student learning, facilitating ongoing assessment and personalized instruction tailored to benchmarks. Student portfolios facilitate efficient communication with parents, offering real-time updates on their child's developmental milestones and academic achievements. This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic development among TK unduplicated student groups district-wide. Progress will be tracked through state metrics and assessments (SP 1.5.1). | | |
| 1.11 | Implementation of Grade-Level Standards | The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the implementation of grade-level standards for unduplicated groups is vital for promoting equity and academic excellence. Unduplicated groups, which include English learners, low-income students, and foster youth, often face systemic challenges that hinder their academic performance. By rigorously adhering to grade-level standards, the district ensures that all students receive a consistent, high-quality education that prepares them for future academic | \$146,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|--------------------|---|---|-------------------|--------------|
| | | <p>success and closes achievement gaps. Implementing these standards provides a clear framework for what students should know and be able to do at each grade level, enabling targeted instruction that meets their unique needs. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1)</p> | | |
| <p>1.12</p> | <p>Alignment of State Standards and Local Assessments</p> | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement. When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and data-driven instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (1.3.5)</p> | <p>\$5,000.00</p> | <p>Yes</p> |
| <p>1.13</p> | <p>Vertical and Horizontal Planning and Communication</p> | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.</p> | <p>\$5,000.00</p> | <p>Yes</p> |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|--|-------------|--------------|
| | | <p>The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey. This action will be monitored through state metrics and assessments (SP 1.13).</p> | | |
| 1.14 | Project Based Learning | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL accommodates diverse learning styles, making education more accessible and meaningful for English learners,</p> | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|---|-------------|--------------|
| | | <p>low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.3.4)</p> | | |
| 1.15 | Interdisciplinary Units | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Interdisciplinary units are essential for supporting the district's student profile. For unduplicated groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.2.1).</p> | \$10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1.16 | Universal Design for Learning | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district. This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the curriculum effectively. Through UDL strategies, educators can provide personalized support, offer multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP (1.1.2)).</p> | \$20,000.00 | Yes |
| 1.17 | Implementation of Essential Pedagogical Principles | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By integrating a holistic approach that encompasses recognizing and amplifying strengths, affirming</p> | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|--|-------------|--------------|
| | | <p>identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1).</p> | | |
| 1.18 | Implementation of the CA Frameworks | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Focusing specifically on unduplicated student groups, the implementation of the California Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources. By providing ongoing support and monitoring of the implementation of the frameworks, educators can effectively address the unique needs of unduplicated students, fostering a supportive learning environment where every student can thrive academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.2).</p> | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|---|-------------|--------------|
| 1.19 | Professional Learning Communities | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The framework of PLCs significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of unduplicated student groups, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups. Overall, PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated student groups to succeed academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.3).</p> | \$20,000.00 | Yes |
| 1.20 | Developing Multilingualism | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Developing multilingualism among unduplicated student groups is essential to support academic achievement in all schools within the Oxnard School District. This action encompasses various initiatives aimed at providing opportunities for all students to develop multilingualism. One such initiative involves offering resources in multiple languages to ensure equitable access to educational materials and support services. Additionally, interactive opportunities will be provided to facilitate the</p> | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| | | <p>acquisition of multiple languages, allowing students to engage actively in language learning. By implementing these initiatives, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity. This action will be monitored through state metrics and assessments (SP 1.4).</p> | | |
| 1.21 | <p>Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan</p> | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through reclassification rates and the English learner proficiency/ELPAC (SP 1.4)</p> | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1.22 | Implementation of Oxnard EMPOWERS/ OSDs Master Plan | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of the district's strategic plan, in alignment with the Local Control and Accountability Plan (LCAP), promotes academic achievement for unduplicated students by focusing on five key goals: Student Academic Engagement & Achievement, Learning Environment & School Climate, Guidance & Support to Sites and District Departments, Family/Community Alliances for Student Success, and Transformational Leadership & Infrastructure. By providing high-quality, standards-based instruction, fostering an inclusive and supportive school climate, offering targeted resources and support, engaging families and communities, and building strong leadership and infrastructure, the district aims to close achievement gaps, promote equity, and ensure that all unduplicated students reach their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 5.1)</p> | \$20,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | <p>Learning Environment and School Climate: Create and maintain safe, inclusive, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st-century success.</p> <p>(SP 2.1) MULTI-TIERED SYSTEM OF SUPPORT (MTSS) (SP 2.2) ACCESS, EQUITY, & INCLUSION (SP 2.3) RESTORATIVE PRACTICES (SP 2.4) AFFIRMING LEARNING ENVIRONMENT & RELATIONSHIPS (SP 2.5) FACILITIES & GROUNDS</p> | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Oxnard School District serves a diverse and rich community with abundant assets to build upon. The district is committed to developing programs that are asset-based and that recognize and celebrate the tapestry of traditions, customs, language, and cultural intricacies upon which our district community is built, while still responding to students' academic and social-emotional needs.

Goal 2 was developed to embrace and capitalize on such dynamics while recognizing that a large percentage of the students, approximately 91%, who attend the Oxnard School District, are considered economically disadvantaged by state standards. Additionally, it is important for the district to respond to and support students who have been impacted by trauma due to their social and economic circumstances. The Oxnard School District is committed to building on students' strengths to support them academically, socially, and emotionally, setting them up for academic and social success. This includes providing wrap-around services for them and their families.

Although wrap-around services have always been a priority for the district, the need for social-emotional support has become strikingly evident after students returned to full-time, in-person learning following the COVID-19 pandemic. The Oxnard School District is well aware of the urgency to address the social-emotional needs of all students, particularly students experiencing homelessness, foster youth, English Learners, and students receiving special education services within the district's multi-tiered systems of support, which address both academic and social-emotional needs.

Furthermore, as part of the multi-tiered approach, the Oxnard School District has redesigned its academic programs and focus to align with the best practices and guidance of the state of California. The California EL Roadmap, as well as the content frameworks adopted by the

state, have served as blueprints to identify frameworks, pedagogy, and practices that will support not only the vision of California but also that of the Oxnard School District as outlined in its Strategic Plan.

Similarly, the district has adopted a Positive Behavioral Interventions and Supports (PBIS) framework that guides the design of tiered programs fostering a climate where all students feel valued, accepted, safe, and engaged in meaningful learning reflective of their unique life experiences and identities. Through the district’s PBIS work, the district aims to increase students’ positive engagement with their school community.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---|--|
| 2.1 | Suspension Rates (State Priority 6A) | Source: 2022-23 CA Dashboard All: 4.9% EL: 4.2% FY: 11.3% HOM: 5.7% SED: 5.2% SWD: 6% African American: 5.7% Hispanic: 4.9% White: 5.7% Two or More Races: 6.7% Asian: 0% Filipino: 3.7% | Source: 2023-24 CA Dashboard All: 3.3% EL: 2.7% FY: 9.8% HOM: 3.5% SED: 3.5% SWD: 4.7% African American: 5.3% Hispanic: 3.3% White: 5% Two or More Races: 2.7% Asian: 0% Filipino: .7% | | Source: 2025-26 CA Dashboard All: 0% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0% African American: 0% Hispanic: 0% White: 0% Two or More Races: 0% Asian: 0% Filipino: 0% | Source: CA Dashboard All: -1.6% EL: -1.5% FY: -1.5% HOM: -2.2% SED: -1.7% SWD: -1.3% African American: -0.4% Hispanic: -1.6% White: -.7% Two or More Races: -4% Asian: Remained at 0% Filipino: -3 |
| 2.2 | Chronic Absenteeism (State Priority 5B) | Source: 2022-23 CA Dashboard | Source: 2023-24 CA Dashboard | | Source: 2025-26 CA Dashboard | Source: CA Dashboard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|---|
| | | All: 27.2% EL: 24.8% FY: 38.7% HOM: 27.4% SED: 27.7% SWD: 37.5% African American: 23.7% Hispanic: 27.4% White: 26.4% Two or More Races: 24% Asian: 20.8% Filipino: 15.3% | All: 20.9% EL: 18.3% FY: 35% HOM: 21% SED: 21.5% SWD: 28.7% African American: 20% Hispanic: 21.1% White: 19.1% Two or More Races: 18.8% Asian: 12.7% Filipino: 15.2% | | All: 15% EL: 10% FY: 20% HOM: 15% SED: 15% SWD: 15% African American: 10% Hispanic: 15% White: 15% Two or More Races: 15% Asian: 10% Filipino: 7% | All: -6.3% EL: -6.5% FY: -3.7% HOM: -6.4% SED: -6.2% SWD: -8.8% African American: -3.7% Hispanic: -6.3% White: -7.3% Two or More Races: -5.2% Asian: -8.1% Filipino: -0.1% |
| 2.3 | School Attendance Rates – Average Daily Attendance (ADA) (State Priority 5A) | Source: 2022-23 Q-SIS AD-ADM Audit-Summary Report ALL: 92.2% EL: 92.6% FY: 88.1% HOM: 91% SED: 91.8% SWD: 89.7% | Source: 2023-24 Q-SIS AD-ADM Audit- Summary Report ALL: 93.1% EL: 93.4% FY: 81.65% HOM: 93.1% SED: 93% SWD: 84.2% | | Source: 2025-26 Q-SIS ALL: 99% EL: 99% FY: 99% HOM: 99% SED: 99% SWD: 99% | Source: Q-SIS ALL: +.89% EL: +.80% FY: -6.4% HOM: +2.9% SED: +1.2% SWD: -3.3% |
| 2.4 | Middle School Dropout Rates (State Priority 5C) | Source: 2023-24 CALPADS Report 8.1B 0% | Source 2024-2025 CALPADS Report 8.1B 0% | | Source: 2026-27 CALPADS Report 8.1B 0% | Source: CALPADS Report 8.1B Remained at 0% |
| 2.5 | Pupil Expulsion Rates (State Priority 6B) | Source: 2023-24 CALPADS Report 7.16 and 7.10 | Source: 2024-2025 CALPADS Report 7.16 and 7.10 | | Source: 2026-27 CALPADS Report 7.16 and 7.10 | Source: CALPADS Report 7.16 and 7.10 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | | 0.036% | 0.015% | | 0% | -0.21% |

Goal Analysis [2024-25]

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

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

The 2024–2025 school year marked a period of strong implementation and progress toward Goal 2: Comprehensive Student Support. The district effectively delivered a broad range of academic, behavioral, social-emotional, and wellness-based supports, resulting in improved outcomes for students across grade levels and subgroups.

Academic interventions in literacy, mathematics, and Tier II–III supports were implemented consistently and yielded measurable gains, particularly through the use of digital platforms, targeted tutoring, and the deployment of literacy intervention teachers. Social-emotional and behavioral initiatives, such as PBIS, restorative practices, counseling programs, and alternative disciplinary approaches, contributed to a significant reduction in office referrals, suspensions, and expulsions. Student attendance also improved through the sustained efforts of attendance technicians, clinicians, and the SARB process, indicating the success of early identification and family engagement strategies.

Efforts to support safe and inclusive learning environments were highly effective. Programs such as campus assistant training, SRO support, SEL instruction, digital monitoring, and schoolwide assemblies helped build a culture of safety and belonging. Student and family engagement was further supported through newcomer services, migrant education outreach, and expanded learning opportunities. Key operational services, such as transportation, nutrition, and material support for vulnerable student groups, were implemented without disruption and helped ensure equitable access to learning.

While nearly all actions were implemented as planned, the district also identified targeted areas for refinement. These include increasing participation in migrant education programs, launching structured Tier II interventions at middle schools, resuming the purchase of diverse library books, and adjusting student survey schedules to improve data quality. These adjustments reflect the district’s commitment to continuous improvement and responsiveness to student and community needs.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal are interconnected and structured to be mutually supportive. This integrated design limits how the impact and supporting evidence of each individual action are documented and reported within the LCAP. As a result, the effectiveness of each action is referenced using a broader metric aligned with the overall goal.

Future planning will include the intentional organization of actions within each goal to incorporate specific, identifiable metrics for both implementation and effectiveness.

Overall, Goal 2 actions were implemented with fidelity, yielding positive results in student learning, wellness, and engagement. The district remains committed to sustaining and deepening these supports in the 2025–2026 school year to ensure that every student is well-positioned to succeed academically and thrive socially and emotionally.

2.01 English Literacy Intervention

All K–5 students accessed Lexia Core 5, and 6–8 students used Lexia Power Up, with teachers using data to guide Tier II instruction. Action 2.01 shows emerging effectiveness, as evidenced by improved English literacy outcomes measured by local and state assessments, though variability in teacher and student use indicates a need for continued support to ensure consistent implementation across all sites.

2.02 Spanish Literacy Intervention

iStation was available to all K–5 students in biliteracy programs, and teachers used program data for intervention planning. Action 2.02 shows emerging effectiveness, as evidenced by improved Spanish literacy support measured by local and state assessments, though consistent and effective use across classrooms remains an area for growth.

2.03 Mathematics Intervention: IXL

Students in grades 3–8 showed measurable skill growth using IXL, with mastery rates improving by over 50% across all grades. Action 2.03 shows emerging effectiveness, as evidenced by improved math skills measured by local and state assessments, while variability in usage patterns indicates a need for ongoing training to maximize program impact.

2.04 Mathematics Intervention: Math Labs

All schools implemented before- and/or after-school math labs as intended. Action 2.04 demonstrated strong effectiveness, as evidenced by full implementation supporting math intervention access measured by local and state assessments, with no substantive differences or issues reported.

2.05 Tier III and Special Education Interventions

Tier III and specialized supports were implemented across all school sites and aligned to student needs. Action 2.05 demonstrated strong effectiveness, as evidenced by effective service delivery supporting student academic and intervention goals measured by local and state assessments, with no implementation challenges reported.

2.06 Tier III and Specialized Support

This action was implemented districtwide to provide targeted interventions. Action 2.06 demonstrated strong effectiveness, as evidenced by successful implementation supporting student progress measured by local and state assessments, with no changes or adjustments required.

2.07 Alternative Disciplinary Approaches

Suspension and expulsion rates declined, office referrals dropped by 29%, and the 7 Mindsets program and PBIS practices were strengthened. Action 2.07 demonstrated strong effectiveness, as evidenced by decreased disciplinary referrals and improved behavioral outcomes measured by local and state assessments, with next year's plan including expanded professional development and program access.

2.08 Social Emotional Development

Second Step and SEL lessons were implemented by teachers and counselors, leading to declines in office referrals and suspensions, though Panorama survey results were mixed with improvements in grades 6–8. Action 2.08 shows emerging effectiveness, as evidenced by improved discipline data and mixed survey outcomes measured by local and state assessments, with survey frequency to be reduced next year to improve data quality.

2.09 Tutoring

Tutoring services were provided to students in all grades using ELOP funding, with interventions varying by site and focus. Action 2.09 demonstrated strong effectiveness, as evidenced by consistent implementation supporting academic progress measured by local and state assessments.

2.10 Literacy Intervention Teachers

Each K–5 and K–8 site had a dedicated literacy intervention teacher using LLI to provide targeted supports. Action 2.10 demonstrated strong effectiveness, as evidenced by full implementation supporting student literacy growth measured by local and state assessments, with no implementation gaps or differences.

2.11 Middle School Intervention

This action was not implemented due to middle school scheduling constraints. Action 2.11 did not achieve desired outcomes, as evidenced by lack of implementation measured by local and state assessments, and will roll over into 2025–26 with added staffing to support in-day Tier II intervention.

2.12 English Language Development Interventions

ELD interventions were implemented across sites using ELOP and Title III funding. Action 2.12 demonstrated strong effectiveness, as evidenced by successful implementation supporting multilingual learner progress measured by local and state assessments, with no changes required.

2.13 Universal Screening: Gifted and Talented

All second graders were screened, and referrals occurred for grades 3–8. Action 2.13 demonstrated strong effectiveness, as evidenced by consistent implementation of GATE screening processes measured by local and state assessments, with additional eligibility criteria being explored for future refinement.

2.14 Migrant Education Program (MEP)

Services such as Saturday school, preschool readiness, and family events were offered, though attendance was low. Action 2.14 shows emerging effectiveness, as evidenced by partial participation outcomes measured by local and state assessments, with plans to enhance coordination and outreach in 2025–26.

2.15 Newcomer Academy

The Newcomer Academy is designed to support recently arrived English Learners in transitioning to the school system through targeted language development, academic instruction, and family engagement. Action 2.15 demonstrated moderate effectiveness, as evidenced by partial implementation measured by local and state assessments, with areas of growth including the need to provide ongoing targeted professional development and coaching to teachers.

2.16 Attendance Technicians

Attendance technicians monitored chronic absenteeism and supported families through interviews and interventions, collaborating closely with site administration and ORCs to address attendance barriers. Action 2.16 demonstrated strong effectiveness, as evidenced by reduced absenteeism measured by local and state assessments, with no differences reported.

2.17 School Attendance Review Board (SARB)

SARB was used to address severe attendance cases, with support from a district clinician. In addition, Building Relationships and Reducing Incidents through Interventions and Mentoring (BRRIM) sessions were added for families in need to provide targeted mentoring and intervention support. Action 2.17 demonstrated strong effectiveness, as evidenced by consistent implementation supporting improved attendance outcomes measured by local and state assessments.

2.18 Expanded Summer Learning

Summer learning programs were fully implemented and well attended, with engagement data indicating positive outcomes. Action 2.18 demonstrated strong effectiveness, as evidenced by high participation and improved summer learning outcomes measured by local and state assessments, with no challenges reported.

2.19 Expansion of Learning Opportunities

Expanded learning was fully implemented with improved student participation and academic indicators. Action 2.19 demonstrated strong effectiveness, as evidenced by increased student participation and improved academic indicators measured by local and state assessments, with no differences reported.

2.20 Library/Media Technicians

All sites had a library/media technician, and circulation exceeded 230,000 activities, though minor staffing inconsistencies occurred. Action 2.20 demonstrated strong effectiveness, as evidenced by high library usage and access to literacy resources measured by local and state assessments, with no overall impact from staffing variations.

2.21 Maintain Diverse School Libraries

This action was not implemented in 2024–25, as diverse books were not purchased this year. Action 2.21 did not achieve desired outcomes, as evidenced by the lack of implementation, with plans to acquire curated book lists and resume purchases next year to support diverse representation in school libraries.

2.22 AVID Implementation

AVID was implemented both as an elective and through schoolwide strategies to promote college readiness and academic skills. Action 2.22 demonstrated strong effectiveness, as evidenced by full implementation and improved student engagement and college readiness outcomes measured by local and state assessments.

2.23 Annual Parent Rights Notification

The Annual Parent Rights Notification (APRN) was posted online and distributed in hard copy to families as required. Action 2.23 demonstrated strong effectiveness, as evidenced by full implementation measured by local metrics, with parent survey data still pending for further evaluation.

2.24 Restorative Practices

Training, community circles, and restorative conversations were conducted to build positive school climate, resulting in decreased office referrals and suspensions. Action 2.24 demonstrated strong effectiveness, as evidenced by improved behavioral outcomes measured by local and state assessments, the action will continue next year.

2.25 Positive Behavior Supports (PBIS)

PBIS teams were active at all schools, implementing Tier I supports and attending Safe and Civil Schools training. Action 2.25 demonstrated strong effectiveness, as evidenced by full implementation and strengthened positive behavior systems measured by local and state assessments, with additional funding used for large-scale trainings.

2.26 Safe Learning Environments

Campus assistant training and digital monitoring through Securly improved student safety, with bullying and physical altercation referrals declining. Action 2.26 demonstrated strong effectiveness, as evidenced by improved student safety outcomes measured by local and state assessments, with no major challenges reported.

2.27 School Resource Officers (SROs)

Two SROs supported student safety, family engagement, and wellness checks, contributing to decreased behavioral incidents and positive family feedback. Action 2.27 demonstrated strong effectiveness, as evidenced by improved safety and engagement outcomes measured by local and state assessments, with full implementation.

2.28 School Safety Plans

All school safety plans were updated, and drills were conducted and monitored across sites. Action 2.28 demonstrated strong effectiveness, as evidenced by full compliance with safety protocols measured by local and state assessments, with no variations reported.

2.29 Student Assemblies: Social Media and Positive Interactions

Assemblies for grades 6–8 addressed online behavior and respectful interactions, resulting in decreased bullying referrals. Action 2.29 demonstrated strong effectiveness, as evidenced by improved behavioral outcomes and favorable student responses measured by local and state assessments, despite Panorama scores remaining flat.

2.30 Transportation for General Education, Homeless, and Foster Youth

Transportation services were provided without disruption, supporting student access to school. Action 2.30 demonstrated strong effectiveness, as evidenced by consistent service delivery supporting school attendance measured by local and state assessments.

2.31 Materials and Supplies for Youth Experiencing Homelessness

Weekly food bags, hygiene kits, gift cards, and other supports were provided to McKinney-Vento students, with referrals made for housing and health needs. Action 2.31 demonstrated strong effectiveness, as evidenced by full implementation supporting student basic needs and access to education measured by local and state assessments.

2.32 Child Nutrition

Child nutrition services were provided consistently across all sites to support student health and readiness to learn. Action 2.32 demonstrated strong effectiveness, as evidenced by successful implementation measured by local and state assessments, with no reported issues.

2.33 Substance Abuse Prevention

Students in grades K–8 received counseling and prevention education, resulting in a 23% drop in substance-related referrals. Action 2.33 demonstrated strong effectiveness, as evidenced by reduced substance-related incidents measured by local and state assessments, with future funding dependent on grant renewal.

2.34 Facilities

Facilities-related actions were implemented as planned to ensure safe, clean, and well-maintained learning environments. Action 2.34 demonstrated strong effectiveness, as evidenced by full implementation measured by local and state assessments, with no differences or challenges reported.

2.35 Student Mentoring Opportunities

Mentoring programs were implemented to support student connection and engagement. Action 2.35 demonstrated strong effectiveness, as evidenced by full implementation and improved student engagement outcomes measured by local and state assessments, with no changes made.

2.36 Superintendent Fellows

The Superintendent Fellows program was implemented successfully, providing leadership development opportunities to students. Action 2.36 demonstrated strong effectiveness, as evidenced by successful program participation and outcomes measured by local and state assessments, with no implementation issues.

2.37 Special Programs

Special programs were implemented with fidelity to provide targeted supports and enrichments, positively contributing to student success. Action 2.37 demonstrated strong effectiveness, as evidenced by successful implementation and improved student outcomes measured by local and state assessments.

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.

During the 2024–2025 school year, most Goal 2 actions were implemented as planned, with actual expenditures closely aligning with budgeted amounts and service delivery meeting or exceeding expectations. However, a few material differences were noted due to programmatic adjustments, implementation challenges, or external funding sources.

One significant variance occurred with the middle school intervention (Action 2.11), which was not implemented as originally planned due to structural limitations within the seven-period schedule. As a result, the funding allocated for this action was shifted to support other interventions. This led to a notable difference between the budgeted and actual expenditures. The district has committed to revisiting this action in 2025–2026, with a revised model that includes additional staffing to support Tier II interventions during the school day.

Another material difference was observed in the Migrant Education Program (Action 2.14). While a wide range of services were offered, including Saturday school, preschool readiness, and parent engagement meetings, student attendance was lower than expected. Consequently, the percentage of improved services delivered did not fully align with projections, even though the full budgeted amount was utilized. The district is taking steps to enhance coordination with VCOE and strengthen outreach efforts to increase program participation next year.

In the case of maintaining diverse school libraries (Action 2.21), the action was not carried out during the 2024–2025 school year. Although previously purchased materials were still in use, no new culturally and linguistically diverse texts were acquired for site libraries, resulting in a material underspend compared to the budgeted plan. The funding for this action was used to support the purchase of other materials. The district has developed curated book lists and will resume purchasing in the 2025–2026 school year to fulfill the intended objectives of the action.

Additionally, substance abuse prevention services (Action 2.33) were fully implemented, resulting in a 23% decline in substance-related referrals. However, these services were funded through a temporary grant. While there was no budget variance this year, future expenditures may shift depending on the availability and renewal of external funding sources, which could influence the consistency and scope of services provided.

Outside of these few examples, all other Goal 2 actions were implemented with fidelity, and there were no substantive differences between budgeted and estimated actual expenditures or between planned and actual percentages of improved services. Minor cost variances, such as those related to staffing seniority or timing of service delivery, did not significantly impact program quality or student outcomes. Overall, the district demonstrated sound fiscal alignment with its LCAP goals while maintaining a high level of service to students.

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

The implementation of Goal 2 actions during the 2024–2025 school year was largely effective in supporting student well-being, academic intervention, behavior, attendance, and access to critical services. The vast majority of actions contributed meaningfully to progress toward the goal of providing comprehensive student support, with measurable outcomes in both academic achievement and school climate.

Academic intervention strategies, including Lexia, iStation, IXL, and site-based literacy teachers, were effective in supporting students in need of Tier II support. Progress data indicated strong gains in reading comprehension and math skill mastery, particularly in grades 3–8. Tutoring programs funded through ELOP, as well as expanded summer and after-school learning opportunities, further supported academic growth and student engagement. These actions were implemented consistently and aligned well with local and state assessment data.

Social-emotional and behavioral supports also demonstrated effectiveness. Programs such as Second Step, 7 Mindsets, PBIS, and restorative practices were implemented districtwide and led to significant reductions in office referrals (a 29% decrease) and suspension rates. Although Panorama survey data for grades 3–8 showed limited gains, students in grades 6–8 reported an increased sense of belonging, and teachers of younger grades indicated more favorable perceptions of student well-being. The district has responded by adjusting survey frequency and analyzing data by item to target specific areas of need.

Efforts to address chronic absenteeism through attendance technicians, SARB coordination, and intensive family support were successful, as evidenced by a districtwide decline in chronic absenteeism. Clinicians working with high-risk families provided personalized interventions, contributing to improved attendance outcomes.

Programs supporting English learners and newcomer students, including ELD interventions, the Newcomer Academy, and the use of Lexia English, were effective in ensuring timely access to academic and language support. Similarly, the Migrant Education Program offered a variety of services, though attendance was lower than expected. The district is addressing this by increasing coordination and outreach with VCOE.

Most safety-related actions, such as campus assistant training, student assemblies, SRO engagement, and school safety plans, were implemented as intended and contributed to a safe and supportive environment. Referrals for physical altercations, threats, and bullying declined, and students reported high levels of support from adults at school. Digital safety was enhanced with the addition of Securly alerts for student device monitoring.

A small number of actions were less effective or delayed. The middle school intervention strategy could not be implemented due to scheduling constraints, and the action to maintain diverse school libraries was not completed, though previously purchased books remained in use. Both actions will continue into the 2025–2026 school year with targeted adjustments to ensure improved implementation.

In summary, the majority of Goal 2 actions were implemented effectively and contributed to measurable progress toward the district's comprehensive student support goals. The few actions that faced challenges have clear improvement strategies in place for the coming year.

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.

Based on reflection and review of implementation during the 2024–2025 school year, the district has made targeted adjustments to Goal 2 actions to strengthen delivery, increase impact, and address specific challenges that emerged. While the overarching goal, metrics, and target outcomes remain unchanged, several refinements have been identified to improve implementation fidelity and responsiveness to student needs in the 2025–2026 school year.

Importantly, all actions included in the 2024–2025 LCAP will roll over into the 2025–2026 LCAP. These actions continue to align with the district's commitment to equity, wellness, and academic support for all students and will be sustained to ensure consistency and continuity of services.

One of the key adjustments is the resumption and redesign of the middle school intervention strategy (Action 2.11). This action was not implemented during the current year due to structural constraints in the middle school schedule. It will roll over into next year with revised staffing plans to support Tier II interventions embedded within the school day.

The district also identified a need to increase participation in the Migrant Education Program (Action 2.14). Although services such as Saturday school and preschool readiness were offered, attendance was lower than expected. In response, the district will strengthen coordination with VCOE, provide earlier communication to families, and improve recruitment strategies for greater participation in 2025–2026.

Similarly, Action 2.2- Maintain Diverse School Libraries was not carried out this year. While previously purchased books were still in circulation, no new culturally and linguistically diverse materials were acquired. The district has since developed curated book lists and will prioritize these purchases in 2025–2026 to fulfill the original goals of the action.

Refinements are also being made to the social-emotional development and school climate survey process (Action 2.08). While implementation of SEL curriculum and restorative practices was successful, resulting in a 29% reduction in office referrals. Panorama survey results showed minimal gains in some grade levels. To reduce survey fatigue and improve data accuracy, survey frequency will be reduced from three to two times per year, and item analysis will be used to identify specific areas for improvement.

In the area of substance abuse prevention (Action 2.33), referrals decreased by 23%, indicating strong program impact. However, because the action is currently grant-funded, the district will monitor funding status and make adjustments as needed depending on grant renewal.

Furthermore, as part of the district's continued response to educational partner input, and in addition to sustaining current actions, the district will add Action 2.38 – Create GATE clusters within schools to the 2025–2026 LCAP. Based on feedback collected from students, staff, families, and community partners, this new action is designed to better meet the needs of gifted and talented students through targeted enrichment opportunities and school-based supports.

The explanation for why the LEA developed this goal has been updated from the 2024–25 LCAP to more clearly articulate the rationale. In addition, the term "inclusive" has been added to the description of Goal 2 in response to feedback provided by the community. While the term does not change the goal itself, it enhances its clarity and reinforces the emphasis on ensuring that all students, particularly unduplicated student groups, are explicitly considered in the implementation of actions and services.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|--|-------------|--------------|
| 2.1 | English Literacy Intervention: Lexia | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest- | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| | | <p>performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Supports (MTSS) Framework, Lexia operates as a Tier 2 intervention program, providing personalized learning experiences tailored to individual student needs in English literacy. Through its adaptive technology and data-driven approach, Lexia identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating Lexia into our MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their English literacy skills. In alignment with the district's strategic plan, this action underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3).</p> <p>The funding for this action was included in the previous LCAP as part of a multi-year contract.</p> | | |
| 2.2 | Spanish Literacy Intervention: iStation-District Licenses | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Within the district's Multi-Tiered System of</p> | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| | | <p>Supports (MTSS) framework, iStation is a tool that provides personalized learning experiences tailored to individual student needs in Spanish literacy. Through its adaptive technology and data-driven approach, iStation identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating iStation into the district's MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their Spanish literacy skills. In alignment with the district's strategic plan, the implementation of iStation underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3).</p> <p>The funding for this action was included in the previous LCAP as part of a multi-year contract.</p> | | |
| 2.3 | Mathematics Intervention: IXL | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tier 2 Math Intervention Program: IXL is an online educational platform with a particular focus on providing targeted math instruction and practice for unduplicated student groups. It offers personalized learning experiences designed to address the specific needs of unduplicated student groups who require additional support in mathematics. IXL helps teachers monitor student progress, identify math skill gaps, and provide differentiated instruction to support unduplicated student groups as part of Tier 2 interventions. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3).</p> | \$75,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-----------------|--------------|
| 2.4 | Mathematics Intervention: Math Labs | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To address the diverse learning needs of our unduplicated student groups and ensure equitable access to academic support, the district implements Math Labs as a key component of Tier 2 intervention. Math Labs provide targeted instruction and support to unduplicated student groups who require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into the district's Tier 2 intervention framework, the district aims to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational math skills necessary for future success in college, career, and life. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3).</p> | \$15,000.00 | Yes |
| 2.5 | Interventions: Tier III and Special Education | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Specialized interventions and materials are</p> | \$12,333,610.14 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|--|--------------|--------------|
| | | <p>meticulously designed to cater to unduplicated student groups in need of additional support. These initiatives encompass a range of targeted supports, including the implementation of Reading Horizons as a supplemental curriculum for reading intervention, ST Math Intervention tailored specifically for unduplicated student groups in special education, and comprehensive teacher leader training aimed at enhancing professional development across subject areas. Complemented by robust instructional and behavioral support systems, these interventions underscore the district's dedication to fostering inclusive and equitable learning environments where every student has the opportunity to thrive academically and personally. This action will be monitored through the CA Dashboard (SP 2.2.3).</p> | | |
| 2.6 | Tier III and Specialized Support | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To achieve this goal, the district has outlined a strategic approach that includes the appointment of a Social Emotional Specialist through VCOE, offering counseling services specifically tailored for unduplicated student groups with Individualized Education Programs (IEPs), deploying 1:1 behavioral aides to address individual student needs, and assigning additional duties and assessments to our Special Education staff to ensure a holistic and inclusive support system. Through these measures, the district aims to create a nurturing and inclusive environment where every student feels valued, supported, and empowered to achieve their full potential academically and personally. This action also includes home/hospital and non-ADA teaching hours (SP 2.1.4).</p> | \$913,450.73 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 2.7 | Alternative Disciplinary Approaches | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the profound and lasting effects of school expulsion on unduplicated student groups, the Oxnard School District is committed to implementing alternative disciplinary approaches that prioritize support, intervention, and rehabilitation. In response, the district offers a range of proactive measures aimed at addressing behavioral issues effectively while fostering a supportive and inclusive learning environment, including Opportunity Classes for grades 6-8 at the Comprehensive Middle Schools. By providing academic and social-emotional support and prioritizing intervention and rehabilitation over punitive measures, the district intends to create a conducive environment where unduplicated student groups feel valued, supported, and empowered to overcome challenges and succeed both academically and personally. This action will be monitored through various metrics, including Panorama Survey, CA Dashboard: Suspension Rate, School Attendance Rate, Middle School Dropout Rates, and Pupil Expulsion Rates (SP 2.3.3).</p> | \$5,000.00 | Yes |
| 2.8 | Social Emotional Development Supports: Panorama | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tiered social/emotional supports provide a</p> | \$496,205.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------------------|--|----------------|--------------|
| | | <p>comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture. By prioritizing social-emotional learning, the district ensures that its unduplicated student groups not only excel academically but also thrive socially, emotionally, and personally, preparing them for a lifetime of success and well-being (SP 2.1.4).</p> | | |
| 2.9 | Tutoring | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will support the practice of before and after-school tutoring as part of its Multi-Tiered System of Support (MTSS) framework. This action provides additional academic support to unduplicated student groups beyond regular school hours. These sessions offer personalized instruction tailored to individual student needs, allowing for focused attention on areas requiring extra help. Through one-on-one or small group interactions, unduplicated student groups can deepen their understanding of challenging concepts, clarify doubts, and reinforce learning from the classroom. Tutors' approach to remediation and the materials they utilize will be research-based and aligned with best practices (SP 2.1.6).</p> | \$200,000.00 | No |
| 2.10 | Literacy Intervention Teachers | LREBG Action | \$2,820,161.08 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------|---|-------------|--------------|
| | | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Support (MTSS), Literacy Intervention Teachers (LIT) will be provided for all K-8 and elementary schools. Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6).</p> <p>Metrics being use to monitor the action: Metrics 1.8, 1.9</p> <p>LREBG Funds Supporting this Action: \$2,819,061.08 per year through the 2026-27</p> | | |
| 2.11 | Intervention: Middle School | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all</p> | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | | <p>students within the district. Implementing Tier 2 Interventions for unduplicated student groups in need at middle schools is a vital component of the district's commitment to equity and student success. By providing targeted support beyond core instruction, the district ensures that all unduplicated student groups have access to the resources and assistance they need to thrive academically and socio-emotionally. This action not only acknowledges the diverse needs of the district's student population but also removes barriers to access. This action aligns with the district's multi-tiered system of support (MTSS) framework. Through these additional, focused, and targeted interventions, the district aims to foster a supportive and inclusive learning environment where all unduplicated student groups can reach their full potential. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6).</p> | | |
| 2.12 | Interventions: English Language Development | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their academic success and overall development. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole, aligning with the district's strategic plan and reflected in the district's student profile. This action will be monitored through the English Language CA Dashboard (SP 2.1.6).</p> | \$150,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 2.13 | Universal Screening: Gifted and Talented | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will implement universal screening for gifted and talented education at the end of the second grade for all unduplicated student groups across the district. This action aims to ensure equitable access to gifted and talented programs for all unduplicated student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.2.1). | \$25,116.05 | Yes |
| 2.14 | Migrant Education Program (MEP) | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Migratory youth in California face significant | \$19,032.21 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|------------------------|---|----------------|--------------|
| | | <p>educational challenges as they often move between schools throughout the year, crossing school district and state lines to follow work in industries such as agriculture, fishing, dairy, or logging. The MEP focuses on meeting the needs of migratory unduplicated student groups arising from their mobility, with the intent to ensure that all such unduplicated student groups can meet the same challenging state academic standards as their peers. Through a combination of federal and state support, the MEP strives to provide targeted assistance to migratory youth, helping them overcome the educational barriers associated with their transient lifestyle and achieve academic success. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).</p> | | |
| 2.15 | Newcomer Academy | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will offer newly arrived student student groups to the country, in grades 3-8, the opportunity to enroll in the district's Newcomer Academy. The Newcomer Academy is a specialized program that prioritizes intensive English language development, employing evidence-based strategies to facilitate rapid language acquisition and active participation in academic activities. Moreover, social and emotional support follows best practices in counseling and mentorship, offering unduplicated student groups the guidance and encouragement needed to navigate the challenges of adjusting to a new school and culture. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).</p> | \$20,365.00 | No |
| 2.16 | Attendance Technicians | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-</p> | \$2,135,405.09 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------------|--|-------------|--------------|
| | | <p>performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In an effort to combat absenteeism and enhance truancy prevention, the Oxnard School District will hire Attendance Technicians for each school. They will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having dedicated staff members focused on attendance, the district intends to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic outcomes and overall student success. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2).</p> | | |
| 2.17 | School Attendance Review Board (SARB) | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By aligning with state priorities and leveraging county support, particularly through monthly meetings where an Assistant District Attorney collaborates with the School Attendance Review Board (SARB) team, the action ensures a coordinated approach to address truancy. This collaboration offers legal guidance and support to families, equipping them with resources to address underlying issues contributing to student absences. By reducing truancy rates and improving overall</p> | \$16,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-------------------------------------|--|-----------------|--------------|
| | | attendance, this initiative directly supports academic achievement by ensuring students are present and engaged in their learning. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2). | | |
| 2.18 | Expanded Summer Learning | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To address this disparity, funds will support additional time in school with a variety of learning opportunities. The Oxnard School District has developed a robust Summer School program, specifically the Summer Writing, Science, and Math Camp, which is a full-day program available to students in Grades K-8. The program, led by credentialed teachers, offers an enrichment-based academic curriculum in the morning and collaborates with the Afterschool program for activities in the afternoons. It will run for one month during the summer, with district-wide transportation provided to ensure access for all students. These actions aim to increase access to the core curriculum and provide specific interventions tailored to each low-income and English learner or Emergent Multilingual Learner student, ultimately leading to improved student performance on state and local assessments. This action will be monitored through various California Dashboard Metrics (SP 2.2.3). | \$2,581,687.52 | No |
| 2.19 | Expansion of Learning Opportunities | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing | \$30,223,124.10 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---------------------------|---|----------------|--------------|
| | | <p>resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Expanded Learning Opportunities during out-of-school time offer a valuable supplement to students' instructional programs rather than replacing them. This action aims to provide students with additional time in school, where adults will offer academic support, social and emotional support, as well as enrichment and intervention opportunities. These supports include access to counselors, arts programs, field trips, and more. The goal is to extend the school day to nine hours, incorporating before and after-school activities. This action will be monitored through various California Dashboard Metrics (SP 2.2.3).</p> | | |
| 2.20 | Library/Media Technicians | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Library/Media Technicians (LMTs) play a vital role in fostering literacy, supporting academic achievement, and promoting a love for learning among unduplicated student groups. They curate diverse and inclusive collections that reflect the interests and backgrounds of students, providing access to a wide range of materials. They also collaborate with teachers to integrate information literacy skills into the curriculum, empowering unduplicated student groups to navigate the vast landscape of information effectively. Since LMTs do not hold Library Services Credentials, the district contracts with the Ventura County Office of Education, which employs a full-time credentialed librarian to provide support and professional development to the district's LMTs. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).</p> | \$1,074,334.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|---|--------------|--------------|
| 2.21 | Maintain Diverse School Libraries | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. School libraries play a crucial role in closing the achievement gap by providing equal access to resources for learning, ensuring they embrace diversity and inclusion. These libraries will be supported for use both in the classroom and at home, fostering a culture of literacy and inclusivity throughout the community. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).</p> | \$151,000.00 | No |
| 2.22 | AVID Implementation | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. For unduplicated student groups, access to classes preparing them for college is crucial. The District offers Advancement Via Individual Determination (AVID) and AVID Excel elective courses in all middle and K-8 schools. AVID is an educational program aimed at supporting middle school students in achieving academic success and preparing for college and careers. It equips students with academic skills, organizational strategies, and college-readiness resources to excel in rigorous coursework. The program emphasizes critical thinking, collaboration, inquiry, and reading and writing skills. Additionally, AVID</p> | \$206,612.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------------|--|-------------|--------------|
| | | fosters student engagement, a sense of belonging, and a growth mindset. Research indicates that AVID participation correlates with increased academic achievement, higher graduation rates, and greater college enrollment among middle school students. This action will be monitored through various California Dashboard Metrics (SP 2.2.6). | | |
| 2.23 | Annual Parent Rights Notification | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The purpose of the Annual Parent Rights Notification is to inform parents or guardians about their rights regarding their child's education, including privacy rights, disciplinary procedures, and other important information mandated by state and federal laws. It serves as a crucial document to ensure transparency and communication between the school district and families. Envision Consulting's role in reviewing the notification ensures that it is comprehensive, up-to-date, and compliant with all legal requirements, thereby safeguarding the rights of parents and unduplicated student groups while promoting accountability and adherence to educational regulations. By involving and empowering families through comprehensive and transparent communication, this action ensures that parents or guardians are well informed about their rights, thereby supporting the academic achievement of unduplicated student groups. This action will be monitored through various California Dashboard Metrics (SP 2.4.4). | \$3,000.00 | No |
| 2.24 | Restorative Practices | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------------|---|--------------|--------------|
| | | <p>learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District recognizes the crucial importance of reducing suspensions and expulsions for unduplicated student groups. To address this need, professional development will be offered to staff, accompanied by resources to bolster restorative practices district-wide. These initiatives will be implemented utilizing existing personnel and school time, with monitoring facilitated through the Panorama Survey. By ensuring the effective implementation of support across all student demographics, the district aims to foster a more inclusive and supportive educational environment for everyone. This action will be monitored through the Panorama Survey, the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates, and the Pupil Expulsion Rates (SP 2.3.1).</p> <p>This action was funded through the LCSSP grant and encompasses several initiatives within the LCAP that support restorative practice systems. The funding associated with Action 2.24 is integrated into and supports the implementation of these related actions.</p> | | |
| 2.25 | Positive Behavior Supports (PBIS) | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action supports the implementation of</p> | \$244,740.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|----------------------------|--|--------------|--------------|
| | | <p>district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups. Through this initiative, the district intends to adopt evidence-based strategies and practices that promote positive behaviors, social-emotional development, and academic success across all schools. By providing comprehensive training to educators and staff members, the district ensures consistent implementation of these interventions, thereby establishing clear expectations for behavior and creating a culture of respect, responsibility, and inclusion throughout the school community. Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral challenges and provide targeted interventions to promote positive behavior and academic success. Examples of Tier 2 behavior supports might include small group social skills instruction, check-in/check-out systems, and mentorship programs. By prioritizing positive behavior interventions district-wide, the district demonstrates its commitment to creating safe, supportive, and nurturing learning environments that empower students to reach their full potential. This action will be monitored through the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates, and the Pupil Expulsion Rates (SP 2.3.4).</p> | | |
| 2.26 | Safe Learning Environments | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's ongoing commitment to maintaining a safe and secure environment in schools, the district will implement comprehensive safety measures. These actions include the</p> | \$143,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------------|--|--------------|--------------|
| | | implementation of safety protocols, staff training, and the deployment of appropriate resources when necessary. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4). | | |
| 2.27 | School Resource Officers | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Integrating School Resource Officers (SROs) into our school community serves as a key component of the district's commitment to creating safe, welcoming, and inspiring environments that foster positive connections among students, staff, and families. These trained professionals collaborate with school educational partners to promote a culture of safety, trust, and respect. By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action intends to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4). | \$235,851.00 | Yes |
| 2.28 | School Safety Plans | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|--|--------------|--------------|
| | | <p>learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. School safety plans are updated annually in accordance with the Education Code. The school teams collaborate with educational partners to identify resources and elements crucial to school safety and climate. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4).</p> <p>This action encompasses several initiatives within the LCAP that support creating a safe and welcoming environment for students. The funding associated with Action 2.28 is integrated into and supports the implementation of these related actions.</p> | | |
| 2.29 | Student Assemblies: Social Media and Positive Interactions | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through student assemblies focused on the proper use of social media and positive interactions, the district promotes a culture of safety, respect, and kindness within our schools. With this action, the district not only enhances physical security measures but also fosters a supportive environment where everyone feels valued and empowered to thrive academically, socially, and emotionally. This action reflects an ongoing dedication to creating inclusive and nurturing school environments</p> | \$230,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|----------------|--------------|
| | | that prioritize the well-being and success of all members of the school community. This action will be monitored through the Panorama Survey (SP 2.4.4). | | |
| 2.30 | Transportation for General Education, Homeless and Foster Youth | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing transportation for homeless and foster youth is essential for ensuring their educational continuity and access to vital resources. By offering transportation services, to homeless and foster youth can maintain stability by attending their home school, providing a sense of familiarity and consistency in their education. Moreover, transportation facilitates access to enrichment programs, extracurricular activities, and support services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically and socially despite their housing instability or foster placement. This action will be monitored through the Chronic Absenteeism CA Dashboard, the School Attendance Rate, and the Middle School Dropout Rates (SP 2.2.7). | \$8,219,503.47 | Yes |
| 2.31 | Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing | \$55,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|--|-----------------|--------------|
| | | <p>resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The proposed action outlines the implementation of a Backpack Food Program tailored to support McKinney-Vento youth within the district. It also includes support through additional resources that families experiencing homelessness can use to provide basic necessities. This initiative acknowledges the unique circumstances faced by McKinney-Vento youth and seeks to address food insecurity in a practical and proactive manner. Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success. This action will be monitored through the Panorama Survey (SP 2.2.7).</p> | | |
| 2.32 | Child Nutrition | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between student well-being and academic success, the district prioritizes creating optimal learning conditions for all students. As part of this commitment, OSD provides healthy breakfast, lunch, snack, and supper meals to students, in order to enhance their ability to learn and thrive. To ensure the sustainability of these efforts, the district may supplement the Child Nutrition programs with contributions from the General Fund as necessary. Providing meals for unduplicated student groups supports their academic achievement by ensuring they are well-nourished, which enhances their</p> | \$15,319,314.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---------------------------------|---|----------------|--------------|
| | | ability to focus, learn, and perform effectively in school. This action will be monitored through the various CA Dashboard metrics (SP 2.4.5). | | |
| 2.33 | Substance Abuse Prevention | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through comprehensive educational initiatives, the district prioritizes equipping unduplicated student groups with the knowledge, skills, and resilience needed to make informed decisions regarding substance use. By emphasizing prevention strategies alongside intervention and support measures, the district aims to address the root causes of substance misuse and empower students to lead healthy, substance-free lives. Collaborating closely with students, educators, families, and community partners, the district collectively works to dismantle stigmas surrounding substance abuse, foster empathy, and promote a culture of well-being and responsibility. This commitment underscores the district's dedication to safeguarding the holistic development and success of each student. By providing tangible support to unduplicated student groups, this action aims to enhance their overall well-being and academic success. This action will be measured through the Panorama Survey (SP 2.4.5). | \$214,000.00 | No |
| 2.34 | Facilities/Deferred Maintenance | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced | \$4,000,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|-------------|--------------|
| | | <p>teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. A growing body of research indicates that school facilities have a measurable impact on student achievement and connectedness. A conducive learning environment can enhance student engagement, motivation, and overall academic performance. By maintaining 21st-century schools with modern facilities and resources, the Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning. Additionally, well-maintained and updated school facilities can foster a sense of pride and belonging among unduplicated student groups, staff, and the broader school community. Ultimately, investing in school infrastructure is an investment in the future success and well-being of unduplicated student groups. This action will be monitored through the CA Dashboard metrics as well as the Panorama Survey (SP 2.5.1).</p> | | |
| 2.35 | Student Mentoring Opportunities | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By creating partnerships with local universities and organizations and connecting unduplicated student groups with mentors who share similar backgrounds or career interests, students can gain valuable insights, advice, and encouragement to help them set and achieve their goals. Additionally, these partnerships offer access to resources, networks, and experiences beyond what is available within the school setting, enriching their learning journey and broadening their horizons. Overall, these partnerships play a vital role in promoting student success, personal growth, and academic achievement. This action will be monitored through various CA Dashboard Metrics (SP 2.6.1).</p> | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|------------------------|---|--------------|--------------|
| 2.36 | Superintendent Fellows | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves appointing a student representative from each school site to collaborate directly with the superintendent, facilitating a dialogue about the student experience within the Oxnard School District. These student representatives serve as liaisons between the superintendent and their peers, providing a platform for student voices and perspectives to be heard and considered in district-level decision-making processes. By actively involving students in discussions about their educational experiences, the district ensures that student needs, concerns, and ideas are central to its policies and practices. This action not only empowers unduplicated student groups by giving them a voice in shaping their education but also promotes transparency, accountability, and inclusivity within the school community. Through this collaborative approach, the district will continue to foster a culture of mutual respect, trust, and shared responsibility for the success of all unduplicated student groups. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 2.6.1).</p> | \$63,000.00 | No |
| 2.37 | Special Programs | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,</p> | \$683,713.35 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------------------------|--|-------------|--------------|
| | | <p>support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By providing diverse and enriching assemblies and experiences tailored to support academic, social, and emotional development, the action seeks to enhance student engagement and learning outcomes. With a particular focus on unduplicated student groups, this action aims to rectify resource inequities and foster a more inclusive educational environment aligned with state priorities. Ultimately, by prioritizing inclusivity and holistic development, the initiative not only addresses the specific needs of underserved student populations but also benefits the entire district by creating a more equitable and enriching educational landscape. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 1.3.1).</p> | | |
| 2.38 | Gifted and Talented Education (GATE) | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action supports the allocation of resources necessary to effectively implement the district's established Gifted and Talented Education (GATE) program, within-school cluster models, to ensure the needs of all GATE-identified students are met, particularly those who are also members of unduplicated student groups. Progress will be monitored using California School Dashboard metrics and the Panorama Survey (SP 2.2.1).</p> | \$5,000.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | <p>Guidance and Support to Sites and District Departments: Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom, in every school so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.</p> <p>(SP 3.1) CULTURE OF EMPOWERMENT (SP 3.2) PROFESSIONAL LEARNING & SUPPORT (SP 3.3) RECOGNITIONS (SP 3.4) STUDENT ASSESSMENT (SP 3.5) SUPPORT TO SITES</p> | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district developed this goal to foster coherence and alignment across all educational sites and departments in pursuit of equitable and high-quality student outcomes. In a diverse and evolving learning environment, schools and district departments benefit from clear direction, meaningful collaboration, and sustained support to meet the academic and developmental needs of every learner.

Across the district, many schools are implementing promising practices, supported by strong leadership and purposeful instruction, that are yielding positive results for students. At the same time, variations in performance across school sites and among student groups, such as Reclassified Fluent English Proficient (RFEP) students and Emerging Multilingual Learners (EMLs), highlight valuable opportunities for deeper alignment and shared growth. These differences point not to shortcomings, but to the potential for mutual learning, where effective strategies can be shared and scaled to ensure all schools are well-equipped to support student success.

In particular, mathematics has emerged as an area requiring focused attention across all grade levels. While some bright spots exist, overall achievement in math suggests a need for more consistent instructional approaches and stronger systemwide supports. By working collaboratively, the district can enhance coherence in this subject area and ensure that all students have access to high-quality mathematics instruction.

This goal is grounded in the belief that educational excellence is intentional; it grows from systems of guidance, collaborative professional learning, and a shared commitment to high expectations. The focus on instructional quality, student engagement, and meaningful interactions reflects the district’s understanding that student outcomes are shaped by the daily experiences they have in classrooms.

In addition, the goal acknowledges the importance of educating the whole child. Preparing students for success in today’s interconnected world requires not only academic achievement but also multilingual fluency, cultural understanding, and the development of a healthy identity, agency, and voice. The district is committed to supporting these dimensions by ensuring that schools and departments have access to the tools, resources, and direction needed to create inclusive, affirming learning environments.

Ultimately, this goal reflects the district’s dedication to purposeful leadership, ensuring that every educator and staff member is empowered to contribute to a collective vision of educational equity and excellence, where every student can thrive in every school, every classroom, every day.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

The explanation for why the LEA developed this goal has been updated from the 2024–25 LCAP to more clearly articulate the rationale.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|---|
| 3.1 | Implementation of the academic content and performance standards adopted by the State Board Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation | Source: 2022-2023, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Instructional Materials | Source: 2023-2024, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 | | Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 | Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: Remained at 5 ELD (Aligned to ELA): Remained at 4 Mathematics-CCSS: -1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|---|---|
| | 5 - Full Implementation and Sustainability (State Priority 2A & 2B) | <p>ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5</p> <p>Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4</p> <p>Implementation of Standards Career Technical Education: 0</p> | <p>History-Social Science: 4</p> <p>Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5</p> <p>Policy & Program Support: 4 ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4</p> <p>Implementation of Standards Career Technical Education: N/A</p> | | <p>History-Social Science: 5</p> <p>Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5</p> <p>Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5</p> <p>Implementation of Standards Career Technical Education: 5</p> | <p>NGSS: -1 History-Social Science: -1</p> <p>Instructional Materials ELA-CCSS: Remained at 5 ELD (Aligned to ELA): Remained at 5 Mathematics-CCSS: Remained at 5 NGSS: Remained at 5</p> <p>History-Social Science: Remained at 5</p> <p>Policy & Program Support: ELA-CCSS: 0 ELD (Aligned to ELA): Remained at 4 Mathematics-CCSS: Remained at 4 NGSS: Remained at 4 History-Social Science: Remained at 4</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|---|
| | | | | | | Implementation of Standards Career Technical Education: N/A |
| 3.2 | STAR 360 – Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8) | Source: 2023-24 STAR 360 Spring Report – Early Literacy ALL: 18.3% | Source: 2024-25 STAR 360 Spring Report – Early Literacy ALL: 35.9% | | Source: 2026-27 STAR 360 Spring Report – Early Literacy ALL: 50% | Source: STAR 360 Spring Report – Early Literacy ALL: +17.6% |
| 3.3 | STAR 360 – Spanish Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8) | Source: 2023-24 STAR 360 Spring Report – Spanish Early Literacy ALL: 53.4% | Source: 2024-25 STAR 360 Spring Report – Spanish Early Literacy ALL: 56.4% | | Source: 2026-27 STAR 360 Spring Report – Spanish Early Literacy ALL: 75% | Source: STAR 360 Spring Report – Spanish Early Literacy ALL: +3% |
| 3.4 | STAR 360 – English Percentage of students performing At or Above Benchmark | Source: 2023-24 STAR 360 Spring Report – English ALL: 28.9% | Source: 2024-25 STAR 360 Spring Report – English ALL: 31% | | Source: 2026-27 STAR 360 Spring Report – English ALL: 50% | Source: STAR 360 Spring Report – English ALL: +2.1% |
| 3.5 | STAR 360 – Spanish Percentage of students performing At or Above Benchmark (State Priority 8) | Source: 2023-24 STAR 360 Spring Report – Spanish ALL: 50.22% | Source: 2024-25 STAR 360 Spring Report – Spanish ALL: 50.6% | | Source: 2026-27 STAR 360 Spring Report – Spanish ALL: 70% | Source: STAR 360 Spring Report – Spanish ALL: +0.38% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|---|--|
| 3.6 | STAR 360 – Mathematics Percentage of students performing At or Above Benchmark (State Priority 8) | Source: 2023-24 STAR 360 Spring Report – Mathematics ALL: 21.24% | Source: 2024-25 STAR 360 Spring Report – Mathematics ALL: 23.1% | | Source: 2026-27 STAR 360 Spring Report – Mathematics ALL: 50% | Source: STAR 360 Spring Report – Mathematics ALL: +1.86% |
| 3.7 | Pathway Toward Biliteracy - Percentage of Students Meeting Recognition Criteria OSD Board Policy: AR 5126(a) (State Priority 8) | Source: 2023-24 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 26.25% Grade 8: 50.48% | Source: 2024-25 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 33% Grade 8: 70% | | Source: 2026-27 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 50% Grade 8: 75% | Source: Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: +6.75% Grade 8: +19.52% |

Goal Analysis [2024-25]

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

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

The implementation of Goal 3 during the 2024–2025 school year demonstrated the district’s ongoing commitment to cultivating a highly skilled and supported workforce through sustained professional learning, leadership development, and strategic resource allocation. Nearly all Goal 3 actions were implemented effectively, contributing to improved instructional practices, stronger leadership capacity, and increased alignment with the district’s Strategic Plan and the EMPOWERS framework.

Professional development opportunities were delivered across all employee groups, including teachers, site leaders, central office staff, substitutes, and classified personnel. Teachers benefited from extensive learning in standards-based instruction, biliteracy, mathematics, transitional kindergarten, restorative practices, and newcomer education. Targeted support through TOSAs, consulting teachers, and peer

coaching further strengthened classroom instruction and supported new staff. Leadership development was also a priority, with administrators and aspiring leaders participating in academies and job-embedded coaching to reinforce instructional leadership.

The use of Orenda Education to support both schoolwide transformation and Comprehensive Support and Improvement (CSI) efforts provided impactful coaching and systems-level development at multiple schools. Actions supporting emergency preparedness, wellness, and communication tools contributed to creating safe, informed, and responsive learning environments. Additionally, key operational supports—such as curriculum adoption, baseline staffing, report card redesign, and the implementation of state assessments—were effectively managed and aligned to districtwide instructional goals.

While the majority of actions were implemented as planned, a few areas, such as professional learning focused on cultural proficiency, GATE education, and deeper follow-up in peer coaching, were identified for expansion or refinement in the 2025–2026 school year. These areas will receive additional focus and structured support to ensure full implementation.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal are interconnected and structured to be mutually supportive. This integrated design limits how the impact and supporting evidence of each individual action are documented and reported within the LCAP. As a result, the effectiveness of each action is referenced using a broader metric aligned with the overall goal.

Future planning will include the intentional organization of actions within each goal to incorporate specific, identifiable metrics for both implementation and effectiveness.

Overall, Goal 3 actions were highly effective in building staff capacity, promoting equity-centered professional learning, and reinforcing high-quality teaching and leadership practices. The district will continue to deepen this work in the coming year by refining implementation strategies, expanding targeted supports, and ensuring coherence with other goals of the LCAP and Strategic Plan.

3.01 Developing Human Capital: PD for Strategic Plan Recommendations

Strategic Plan Implementation Team members and staff received professional development aligned with EMPOWERS and LCAP priorities. Action 3.01 demonstrated strong effectiveness, as evidenced by full implementation supporting strategic plan outcomes measured by local and state assessments, with no changes or challenges reported.

3.02 Teachers on Special Assignment/Content Specialists

Teachers on Special Assignment (TOSAs) provided instructional coaching and professional development aligned to strategic initiatives. Action 3.02 demonstrated strong effectiveness, as evidenced by consistent implementation across schools supporting instructional improvement measured by local and state assessments, with no variations or issues.

3.03 Professional Learning: Implementation of State Standards

Standards-aligned professional development was provided to teachers across grade levels and content areas. Action 3.03 demonstrated strong effectiveness, as evidenced by improved instructional consistency measured by local and state assessments, with implementation as planned.

3.04 Professional Learning: Central Management

District leaders engaged in professional development opportunities to support strategic and LCAP-aligned goals. Action 3.04 demonstrated strong effectiveness, as evidenced by full participation supporting leadership capacity measured by local and state assessments, with no changes needed.

3.05 Professional Learning for Educational Leaders

Site administrators participated in leadership development focused on instructional leadership and school improvement. Action 3.05 demonstrated strong effectiveness, as evidenced by full implementation supporting leadership growth measured by local and state assessments, with fidelity.

3.06 Professional Learning for TOSAs and Content Specialists

TOSAs received targeted professional development to strengthen coaching practices and classroom support. Action 3.06 demonstrated strong effectiveness, as evidenced by improved coaching capacity and measured by local and state assessments, with no changes required.

3.07 Professional Learning: Spanish Language and World Language Standards

Teachers in biliteracy programs received professional development to implement Spanish Common Core and World Language Standards. Action 3.07 demonstrated strong effectiveness, as evidenced by consistent implementation supporting biliteracy goals measured by local and state assessments.

3.08 Professional Learning for Teachers: Biliteracy

New and returning biliteracy teachers were supported with professional development on the district's biliteracy framework. Action 3.08 demonstrated strong effectiveness, as evidenced by improved instructional practices measured by local and state assessments, with successful implementation.

3.09 Professional Learning: Mathematics

Teachers received professional development by grade band on fluency, fractions, rigor, and lesson design, and student STAR data showed growth. Action 3.09 demonstrated strong effectiveness, as evidenced by improved math outcomes and planned expansion of 1:1 coaching in 2025–2026 measured by local and state assessments.

3.10 Professional Learning for Middle School Teachers

Middle school staff received content-specific professional development aligned to instructional priorities. Action 3.10 demonstrated strong effectiveness, as evidenced by improved instructional practices measured by local and state assessments, with no changes needed.

3.11 Professional Learning for Teachers: Newcomer Academy

Teachers supporting the Newcomer Academy received targeted professional development and TOSA support. Action 3.11 demonstrated strong effectiveness, as evidenced by improved teacher capacity to support newcomers measured by local and state assessments, with expanded designated ELD and GLAD training planned for 2025–2026.

3.12 Professional Learning: Health Education

Science teachers were trained to deliver the district's health curriculum. Action 3.12 demonstrated strong effectiveness, as evidenced by successful curriculum implementation measured by local and state assessments.

3.13 Professional Learning: Transitional Kindergarten

TK teachers engaged in professional development around play-based learning and DRDP assessments. Action 3.13 demonstrated strong effectiveness, as evidenced by improved early learning instructional practices measured by local and state assessments, with no variations reported.

3.14 Professional Learning: Gifted and Talented Education

This action was not implemented systematically in 2024–2025, and funding was redirected. Action 3.14 did not achieve desired outcomes, as evidenced by lack of implementation, but will roll over into 2025–2026 as part of a broader plan to support GATE students.

3.15 Training: STAR/myOn

Renaissance training was delivered during pre-service days at no extra cost, with additional PD scheduled for next year. Action 3.15 demonstrated strong effectiveness, as evidenced by improved teacher readiness to use STAR/myOn measured by local metrics.

3.16 Professional Learning: Cultural Proficiency and Equity

While some professional development included embedded equity content, standalone cultural proficiency sessions did not occur. Action 3.16 did not achieve desired outcomes, as evidenced by limited implementation measured, the district is planning to fully implement this action in 2025–2026.

3.17 Professional Learning: Planning for Access and Equity (Orenda)

Three schools participated in Orenda PD on standards alignment and data use, with additional schools joining next school year. Action 3.17 demonstrated strong effectiveness, as evidenced by improved instructional alignment and data use measured by local and state assessments.

3.18 CSI Support for Fremont Academy

Year 2 of Orenda implementation at Fremont supported staff PD and instructional planning, with modest student growth in the first year. Action 3.18 demonstrated emerging effectiveness, as evidenced by partial student outcome improvements measured by local and state assessments, with Year 3 focusing on strengthened instructional practices.

3.19 Professional Learning: Restorative Practices

Professional development was provided district-wide on restorative practices, contributing to reduced discipline referrals. Action 3.19 demonstrated strong effectiveness, as evidenced by improved school climate outcomes measured by local and state assessments.

3.20 Professional Learning: Counselors

Counselors participated in professional development to enhance SEL, wellness, and student services. Action 3.20 demonstrated strong effectiveness, as evidenced by improved counseling practices measured by local and state assessments, with no changes needed.

3.21 Professional Learning and Wellness for Staff

Staff received professional learning and wellness sessions aligned to supporting staff well-being. Action 3.21 demonstrated strong effectiveness, as evidenced by improved staff wellness and professional capacity measured by local and state assessments, with implementation successful and consistent.

3.22 Professional Learning for Outreach Consultants (ORCs)

Outreach Consultants (ORCs) received training aligned with their roles in student engagement and family support. Action 3.22 demonstrated strong effectiveness, as evidenced by improved ORC practices supporting family engagement measured by local metrics, with implementation completed as planned.

3.23 Professional Learning for Substitute Teachers

Substitute teachers received training to improve classroom continuity and instructional quality. Action 3.23 demonstrated strong effectiveness, as evidenced by improved substitute preparedness and instructional consistency measured by local and state assessments, with no changes or challenges reported.

3.24 Professional Learning for Classified Staff

Classified staff participated in professional development sessions aligned with school and district needs. Action 3.24 demonstrated strong effectiveness, as evidenced by improved classified staff skills and services measured by local and state assessments, with full implementation.

3.25 Training: Medical Response

Staff voluntarily participated in medical response training to strengthen site emergency readiness. Action 3.25 demonstrated strong effectiveness, as evidenced by improved emergency preparedness capacity measured by local metrics.

3.26 Training: Action Preparedness

All staff received emergency preparedness training, ensuring site-level consistency in safety protocols. Action 3.26 demonstrated strong effectiveness, as evidenced by full implementation and improved safety readiness measured by local metrics.

3.27 Training: Data Management Systems

Teachers and site administrators received training on Illuminate and EduClimber during pre-service days. Action 3.27 demonstrated strong effectiveness, as evidenced by improved data platform use for instructional decisions measured by local metrics, with positive feedback and ongoing sessions planned.

3.28 Training: Communication Platforms

Staff were trained to use platforms for internal and external communication. Action 3.28 demonstrated strong effectiveness, as evidenced by improved communication efficiency measured by local metrics, with no changes needed.

3.29 Future Administrators Academy

Twelve staff members participated in the Future Administrators Academy, which was well received. Action 3.29 demonstrated strong effectiveness, as evidenced by increased leadership capacity and professional growth measured by local metrics, and the program will continue next year.

3.30 Consulting Teacher

A total of 61 new teachers received support from a consulting teacher, and teachers requiring additional assistance were provided with targeted resources. Action 3.30 demonstrated strong effectiveness, as evidenced by improved new teacher instructional practices and retention measured by local metrics.

3.31 Peer Assistance Review (PAR)

Three teachers received extended support through the PAR program. Action 3.31 demonstrated strong effectiveness, as evidenced by improved teacher practices and support outcomes measured by local metrics, with continued implementation planned for 2025–2026.

3.32 Review/Redesign Report Cards

A redesign of report cards is in progress, including revisions to college and career readiness indicators, with feedback gathered from various groups. Action 3.32 shows emerging effectiveness, as evidenced by partial implementation and stakeholder feedback measured by local metrics, with continued work planned.

3.33 Implementation of Required State Assessments

All required assessments (ELPAC, CAASPP) were administered, with additional staff hired for 1:1 ELPAC testing. Action 3.33 demonstrated strong effectiveness, as evidenced by full compliance and improved testing processes measured by state assessments, with future changes to include mailing student score reports home.

3.34 Baseline Instruction for Unduplicated Student Groups

Unduplicated students received foundational academic support aligned to district expectations. Action 3.34 demonstrated strong effectiveness, as evidenced by improved student outcomes and access measured by local and state assessments, with full implementation conducted.

3.35 Textbook Adoptions

All instructional materials were provided as needed, with orders filled for new classes and replacements and a new math adoption planned for next year. Action 3.35 demonstrated strong effectiveness, as evidenced by timely instructional material availability supporting teaching and learning measured by local and state assessments.

3.36 Additional Teachers Above Base Staffing

Additional teachers were hired beyond base staffing levels to meet student needs. Action 3.36 demonstrated strong effectiveness, as evidenced by improved student access to instruction and reduced class sizes measured by local and state assessments, with full implementation.

3.37 Maintain 24:1 TK–3rd Grade Average

Class size averages were maintained at or below 24:1 across TK–3. Action 3.37 demonstrated strong effectiveness, as evidenced by consistent class size ratios supporting early literacy and numeracy outcomes measured by local assessments.

3.38 School Site Allocations to be Prioritized by School Site Council

Sites received funding aligned to their SPSAs and site priorities. Action 3.38 demonstrated strong effectiveness, as evidenced by site-driven funding decisions supporting student needs measured by local and state assessments, with implementation conducted with site input, no changes needed.

3.39 Above Base/Assistant Principals

Assistant principals were retained at schools above the base staffing model to support leadership capacity. Action 3.39 demonstrated strong effectiveness, as evidenced by improved school leadership support and continuity measured by local and state assessments.

3.40 Teacher Substitutes/Site Assigned

Fourteen site-assigned substitute teachers were deployed and consistently used for SSTs and IEPs. Action 3.40 demonstrated strong effectiveness, as evidenced by improved coverage and instructional continuity measured by local and state assessments, with the model effectively utilized.

3.41 Supplemental Instructional Materials

Instructional materials were provided to supplement core curriculum and support student learning. Action 3.41 demonstrated strong effectiveness, as evidenced by improved student access to high-quality materials measured by local and state assessments, with implementation completed as planned.

Additional instructional materials were provided to support classroom learning. The action was implemented successfully and with fidelity.

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.

Most actions under Goal 3 were implemented as planned, with estimated actual expenditures closely aligned to budgeted amounts and targeted services delivered as intended. These actions supported districtwide efforts to enhance professional learning, strengthen instructional leadership, and build organizational capacity. Across all employee groups, teachers, administrators, classified staff, and substitutes, professional development and support were provided consistently and effectively.

While implementation was strong overall, a few actions showed material differences between budgeted and estimated actual expenditures due to delayed rollout or reduced spending needs. One example is Action 3.14 – Professional Learning: Gifted and Talented Education, which was not implemented during the 2024–2025 school year. The funding initially allocated for this action was redirected to other high-priority professional development needs that aligned closely with the goals of Goal 3. As a result, both the actual expenditures and the percentage of improved services were lower than originally planned. The district intends to carry this action forward into the 2025–2026 LCAP as part of a comprehensive support plan for GATE-identified students.

In cases where not all budgeted funds were used for a given action, the district acted proactively to reallocate resources to similar or complementary initiatives within Goal 3—ensuring that all professional learning and capacity-building objectives continued to be met. This strategic use of funding allowed the district to maintain momentum in its implementation of the Strategic Plan and the EMPOWERS framework while maximizing the impact of available resources.

For the majority of Goal 3 actions, there were no substantive differences between planned and actual expenditures or between projected and realized improvements in service levels. Where variances did occur, they were promptly addressed through thoughtful adjustments and internal coordination. Moving into the 2025–2026 school year, the district remains committed to refining resource allocation and sustaining the effective implementation of professional learning and leadership development strategies outlined in this goal.

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

The vast majority of Goal 3 actions were effective in advancing the district’s goal of building educator and leadership capacity, supporting high-quality instruction, and aligning professional learning to the Strategic Plan and EMPOWERS framework. Implementation across the district was broad and sustained, with professional development provided to educators at all levels, including teachers, site and central office administrators, classified staff, and substitutes.

A wide range of professional learning opportunities was implemented as planned and yielded positive outcomes. Actions such as Professional Learning for Teachers (Actions 3.03, 3.07–3.13) and Professional Learning for Educational Leaders (Actions 3.04–3.06) were effective in promoting standards-based instruction, deepening content knowledge, and building consistency across school sites. Content-specific training in math, biliteracy, Spanish language standards, TK, and health education directly supported instructional goals and helped improve classroom practice.

Support for school and district leaders was a key strength of Goal 3. Administrators, TOSAs, and central office staff engaged in ongoing, job-embedded professional learning (Actions 3.02, 3.05, 3.17), including collaboration with Orenda Education to strengthen curriculum alignment, data use, and instructional planning. This approach fostered coherence and accountability while building leadership capacity across the system.

Actions designed to support specific student groups, such as newcomers (Action 3.11), students in the biliteracy pathway (Action 3.08), and English learners (Action 3.07), were implemented successfully and helped ensure staff were equipped to provide targeted support. Additionally, emergency preparedness and operational trainings (Actions 3.25–3.28) were implemented across all schools, enhancing site safety and response readiness.

While most actions were implemented with fidelity, a few actions had limited implementation or were deferred. Action 3.14 – Professional Learning for Gifted and Talented Education was not implemented during the 2024–2025 school year, and Action 3.16 – Cultural Proficiency and Equitable Practices was only partially implemented. These actions will continue into 2025–2026 with expanded focus and support. In both cases, the intent of the actions remained a priority, and funding was reallocated to related initiatives within Goal 3.

Several actions that supported foundational infrastructure, such as teacher induction (3.30), state assessment coordination (3.33), textbook adoptions (3.35), and additional staffing supports (3.36–3.40), were also effectively implemented and contributed to stronger instructional systems. Support for new and veteran teachers, as well as ongoing work on report card redesign (3.32), furthered the district’s efforts to build long-term capacity and alignment.

Overall, Goal 3 actions were effective in making progress toward the goal of cultivating highly skilled educators, leadership, and support staff. Where gaps in implementation were identified, plans are in place to address them in the 2025–2026 school year through expanded training, improved coordination, and enhanced support structures. The cumulative impact of these actions is evident in stronger instructional leadership, more coherent PD systems, and a clear alignment with the district’s strategic priorities.

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.

Following a comprehensive review of Goal 3 implementation during the 2024–2025 school year, the district identified key strengths as well as areas for improvement in building educator capacity and ensuring that professional learning is both effective and equitable. While the overarching goal, metrics, and target outcomes will remain unchanged for 2025–2026, several refinements to implementation strategies and specific actions will be made to strengthen fidelity, increase impact, and ensure continued alignment with district priorities.

Importantly, all Goal 3 actions from the 2024–2025 LCAP will roll over into the 2025–2026 LCAP, reflecting the district’s ongoing commitment to developing a highly skilled and well-supported workforce. These actions continue to serve as the foundation for professional development, instructional leadership, and systemwide coherence.

A key change involves Action 3.14 – Professional Learning for Gifted and Talented Education, which was not implemented during the current year. Based on stakeholder feedback and internal reflection, this action will be restructured and integrated into a more comprehensive GATE support plan that includes differentiated instructional strategies, equitable identification processes, and teacher training focused on meeting the needs of advanced learners.

Another area of focus will be Action 3.16 – Cultural Proficiency and Equitable Practices, which was only partially implemented. While elements of cultural responsiveness were embedded within broader professional learning, dedicated, equity-centered sessions were not offered. In response, this action will be expanded in 2025–2026 to include focused PD on anti-bias practices, culturally responsive pedagogy, and equity leadership—key priorities identified through staff and community engagement.

The district also reflected on the success of math professional learning (Action 3.09) and determined that more frequent follow-up coaching, particularly within a short window following Professional Development sessions, would improve teacher implementation and impact on student learning. As a result, peer coaching models and lesson study opportunities will be expanded and more intentionally resourced in the coming year.

Ongoing work on report card redesign (Action 3.32) will also continue. Feedback from teachers, administrators, and families highlighted the need for better alignment with the Strategic Plan, particularly in areas such as college and career readiness and social-emotional learning. These insights will inform final revisions before full implementation.

While no structural changes are being made to other actions, the district will refine implementation by updating the professional development calendar, embedding equity into all Professional Development opportunities, and strengthening tools used to evaluate the impact of professional learning on instructional practices and student achievement.

These refinements reflect the district’s commitment to continuous improvement, grounded in evidence from implementation and feedback from students, staff, and families. All adjustments remain aligned with the Oxnard School District Strategic Plan and EMPOWERS framework. By maintaining current actions and enhancing their delivery, the district will continue to strengthen instructional quality and leadership across all schools.

Furthermore, as part of the district’s continued efforts to strengthen instructional practices and respond to educational partner input, three new actions will be added to Goal 3 in the 2025–2026 LCAP. These additions reflect specific needs identified through surveys, advisory groups, and professional learning feedback from teachers, staff, and families.

To better support English Learners, the district will implement Action 3.42 – Provide Professional Learning to Teachers: ELD, ensuring that educators are equipped with effective strategies to meet the needs of emerging bilingual students.

In response to increased requests for support with student behavior and classroom management, the district will launch Action 3.43 – Professional Development for Teachers: Behavior De-escalation, focused on building staff capacity to manage challenging behaviors in inclusive and supportive ways.

Additionally, to promote coherence and elevate instructional quality across the district, Action 3.44 – Professional Learning: Inclusive Practices, will be added to provide systemwide training aligned to the district’s instructional frameworks and strategic goals.

The additions of these three action strengthen the coherence of the professional learning system, promote inclusive and responsive teaching practices, and further align daily instruction with the district’s broader strategic goals and instructional vision.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 3.1 | Developing Human Capital: PD for Strategic Plan Recommendations | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and | \$76,103.34 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | <p>community engagement, and mental health services, while benefiting all students within the district. Implementing a coherent professional development program for teachers, support staff, and administrators is crucial for enhancing the district's capacity to successfully implement the strategic plan recommendations. This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.1).</p> | | |
| 3.2 | Teachers on Special Assignment/Content Specialists | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is aimed at providing coaching and support to classroom teachers, equipping them with valuable resources to enhance their instructional practices. Teachers on Special Assignment (TOSAs) collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific subject areas, offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners. This action will be monitored through, the</p> | \$2,025,988.86 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.7). | | |
| 3.3 | Professional Learning: Implementation of State Standards | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide comprehensive professional development opportunities for teachers, administrators, and classified staff. Beginning with a thorough needs assessment, the initiative will identify specific areas requiring attention in the implementation of state standards. Collaborating closely with district departments and schools, a tailored curriculum will be developed, emphasizing best practices and strategies for supporting diverse learners, including second language learners/Emergent Multilingual Learners. The professional development will integrate seamlessly with the district's strategic plan, aligning with its goals and objectives to enhance student and staff profiles. Continuous support and mentoring will be offered post-training sessions, accompanied by robust evaluation mechanisms to gauge effectiveness and gather feedback for ongoing improvement. Through this holistic approach, the initiative aims to empower practitioners with the knowledge and skills necessary for successful state standards implementation, ultimately enriching the learning experiences of all unduplicated student groups within the district. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).</p> | \$64,342.88 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 3.4 | Professional Learning: Central Management | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide professional learning opportunities and memberships to professional organizations tailored specifically for Central Office Management personnel, with a direct focus on benefiting unduplicated student groups and improving learning outcomes. By investing in professional development and fostering connections with other professionals, Central Office Management personnel will be better equipped to address the complex challenges and responsibilities inherent in their roles, ultimately leading to more efficient and effective district operations that directly impact student outcomes and experiences. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).</p> | \$3,289.36 | No |
| 3.5 | Professional Learning for Educational Leaders | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. School leaders bear the responsibility of instituting equitable practices within our schools, ensuring the adoption of high-impact instructional methodologies. A critical component of a school leader's success lies in their ability to drive teaching and learning outcomes by establishing clear expectations regarding learning practices within the school community. This entails fostering a culture where organizational values and behaviors are unequivocally aligned with the overarching goal of enhancing student success. To equip school leaders for this pivotal role, targeted professional development is imperative, focusing on key areas</p> | \$318,013.31 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | including the development of instructional equity to promote student success, data-driven decision-making processes, fostering inclusive school cultures through an equity lens, implementing Universal Design for Learning practices, and integrating Multi-Tiered Systems of Support (MTSS). This action is primarily aimed at addressing the specific needs of unduplicated student groups, ensuring that every student within the district has equitable access to quality education and opportunities for academic advancement. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14). | | |
| 3.6 | Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing professional development to Teachers on Special Assignment (TOSAs) and Instructional Specialists is crucial for the academic achievement of unduplicated student groups. TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional development ensures a cohesive and supportive learning environment, ultimately leading to improved academic performance and the closing of achievement gaps for unduplicated student groups. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14). | \$3,200.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 3.7 | Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails providing professional learning opportunities for teachers focused on the Spanish Language, Common Core en Español, and World Language Standards. Through targeted workshops and ongoing training sessions, educators will gain a deep understanding of the standards and best practices for teaching Spanish language proficiency and promoting cultural competency. The professional learning will encompass curriculum development, instructional strategies, assessment methods, and resources aligned with the standards. This action aims to strengthen the district's biliteracy programs, empower teachers with the skills and knowledge to meet the needs of diverse learners and promote language acquisition and appreciation within the district's school community. This action will be monitored through the Star 360 Spanish and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14). | \$21,710.64 | No |
| 3.8 | Professional Learning for Teachers: Biliteracy | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To effectively support practitioners in | \$40,216.73 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|--------------|--------------|
| | | <p>implementing the district's biliteracy framework and uphold the district's vision of multilingualism and additive approaches reflective of unduplicated student groups' identities, the district has developed a comprehensive staff development and support plan, which includes district and site leaders, educators, and support staff. Practitioners will receive professional development tailored to their roles and collaborative opportunities to enhance their practice within biliteracy. Providing professional development supports the academic achievement of unduplicated student groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices. This action will be monitored through the Panorama Staff Survey, the STAR 360 Spanish, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).</p> | | |
| 3.9 | Professional Learning: Mathematics | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To enhance instructional quality, subject-expert staff leaders will provide professional learning based on the CA Mathematics Framework and best practices, including the Thinking Classrooms Philosophy. Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student outcomes. This action will be monitored through STAR 360 Mathematics (SP 3.2.14).</p> | \$190,356.56 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|-------------|--------------|
| 3.10 | Professional Learning for Teachers: Middle School Content Specific | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The initiative aims to enhance the instructional practices and content knowledge of educators within our middle schools. Through focused professional learning and coaching, teachers delve into the California frameworks specific to each content area, gaining a comprehensive understanding of the standards and expectations outlined. Moreover, educators will engage in a deep dive into standards and high-leverage practices supporting academic shifts, closely aligning with the implementation of the district's strategic plan. By investing in the professional development of the district's middle school teachers, the district reinforces its commitment to academic excellence, ensuring that every student receives a rigorous and enriching educational experience that prepares them for success in school and beyond. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).</p> | \$26,116.05 | Yes |
| 3.11 | Professional Learning for Teachers: Newcomers Academy | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Teachers instructing at the Newcomer</p> | \$27,109.02 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| | | <p>Academy receive tailored training focused on effectively supporting students who are recent immigrants and English Language Learners (ELLs)/Emergent Multilingual Learners (EML). This professional learning encompasses culturally responsive pedagogy, language acquisition strategies, and trauma-informed practices. Through collaborative learning experiences, educators gain invaluable insights and practical tools to create inclusive, supportive, and academically rigorous learning environments for newcomer unduplicated student groups. By ensuring that teachers are equipped with the necessary skills and knowledge to meet the unique needs of this population, the district aims to guarantee equitable access to high-quality education and promote the success of all unduplicated student groups, regardless of their linguistic or cultural backgrounds. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).</p> | | |
| 3.12 | Professional Learning: Health Education | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district is committed to providing comprehensive health education, including Human Growth and Development, in accordance with California Education Code Sections 51930-51939. This education is designed to equip unduplicated student groups with accurate, age-appropriate information and skills necessary to make informed decisions about their physical, mental, and social well-being. The Oxnard School District ensures its health education curriculum is inclusive of diverse perspectives, culturally sensitive, and aligned with state standards. Prior to instruction, parents or guardians are notified and provided with the opportunity to review instructional materials and opt their child out if desired. Providing comprehensive health education, including</p> | \$27,285.68 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|-------------|--------------|
| | | Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement. This action will be monitored through the Staff Panorama Survey (SP 3.2.14). | | |
| 3.13 | Professional Learning: Transitional Kindergarten | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action will encompass all new UTK instructional mandates, such as Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Emphasizing the significance of these initiatives, the professional development will also delve into Developmentally Appropriate Instructional Practices tailored to the delivery of the current District-adopted TK curriculum. By equipping educators with these tools and insights, the district aims to enhance teaching efficacy and promote optimal learning experiences for young, unduplicated student groups, fostering their holistic development and academic success. This action will be monitored through the Staff Panorama Survey and the STAR 360 Early Literacy Assessments (SP 3.2.14). | \$10,000.00 | Yes |
| 3.14 | Professional Learning: Gifted and Talented Education | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | <p>resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Historically, unduplicated student groups have been underrepresented in accelerated programs. In acknowledgment of this disparity, the district will prioritize providing professional learning opportunities tailored to Gifted and Talented Education (GATE) for teachers. This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).</p> | | |
| 3.15 | <p>Training and Professional Learning: STAR/myOn</p> | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To optimize student learning outcomes and support educator proficiency, the district will implement a comprehensive training and professional learning program focused on the effective utilization of the STAR/myON educational platforms. This action aims to equip teachers with the necessary skills and knowledge to leverage the diverse features and resources offered by STAR/myON thereby enhancing student engagement and academic growth. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).</p> | \$34,464.20 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|--------------|--------------|
| 3.16 | Professional Learning: Cultural Proficiency and Focus on Equitable Practices | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between cultural proficiency and academic achievement, the district will bolster its efforts in supporting cultural proficiency and focusing on equitable practices. This entails prioritizing the enhancement of teacher and leadership capacity through various professional development opportunities, such as webinars, workshops, literature review/book studies, and summer PD sessions. This action aims to equip staff with the necessary skills and knowledge to create inclusive learning environments that support the academic success of all students, particularly unduplicated student groups. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1). | \$20,000.00 | Yes |
| 3.17 | Professional Learning: Planning for Access and Equity/Orenda | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between equity and academic success, a study conducted by Orenda Education in the Spring of 2024 identified areas for improvement in promoting equity within the district. The findings from this study will inform professional learning | \$195,278.70 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|--------------|--------------|
| | | <p>opportunities for practitioners aimed at enhancing their cultural competency and enabling the implementation of culturally responsive teaching practices. Orenda Education will provide guidance, support, and professional development for identified school teams, including teachers, TOSAs, as well as central office and site leaders. This comprehensive support system is crucial for fostering an inclusive and supportive learning environment, ultimately enhancing academic success for all students within the district. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.4).</p> | | |
| 3.18 | CSI Support for Fremont Academy | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Fremont Academy has been designated as a Comprehensive Support and Improvement (CSI) school due to its performance levels on 4 out of the 5 indicators on the California Dashboard: Chronic Absenteeism (very high), Suspension Rate (very high), and Academics (very low for both ELA and Math). Under the Every Student Succeeds Act (ESSA), Section 1003 allocates funding to schools for CSI strategies and activities directly linked to school improvement efforts. These include capacity building, plan development and implementation, needs assessments, root cause analysis, identification and development of evidence-based interventions, and using data for improvement efforts. To address the contributing factors to this performance and to meet the requirements for CSI funding, OSD will engage Orenda Education. They will provide guidance, support, and professional development for Fremont's school team to establish and refine systems and practices rooted in equity, driven by data, and sustained through collaborative learning. This action will be monitored through, the</p> | \$211,341.65 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|-------------|--------------|
| | | Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.5.4). | | |
| 3.19 | Professional Learning: Restorative Practices | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This initiative directly addresses this data, aligning with state priorities and rectifying resource disparities while benefiting all students. The district's proactive approach to reducing suspension and expulsion rates among unduplicated student groups not only aligns with state priorities and addresses resource disparities but also underscores its significance in enhancing academic success. By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a positive school climate and academic achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success. This action will be monitored through, the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14). | \$24,464.20 | Yes |
| 3.20 | Professional Learning: Counselors | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | <p>community engagement, and mental health services, while benefiting all students within the district. Providing professional development to school counselors is essential for enhancing the academic achievement of unduplicated student groups. Through targeted professional development, counselors can gain expertise in culturally responsive practices, effective communication strategies, and data-driven interventions tailored to the needs of unduplicated student groups. This specialized training empowers counselors to provide both academic and socio-emotional support, fostering resilience and promoting a positive school climate. By equipping school counselors with the necessary skills and knowledge, the district ensures they can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).</p> | | |
| 3.21 | Professional Learning and Wellness for Staff | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Unduplicated student groups exhibit higher absenteeism rates and feelings of disconnectedness from school. Therefore, it's crucial that staff members undergo ongoing professional development equipped with strategies and tools to effectively cater to their unique needs. The Professional Growth for OSSA members, including nurses, counselors, speech pathologists, program specialists, behaviorists, and psychologists, plays a pivotal role in this effort. This action primarily targets meeting the needs of unduplicated student groups and all students alike, acknowledging the necessity of comprehensive support across all demographics for effective implementation. This action will be monitored</p> | \$10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|-------------|--------------|
| | | through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14). | | |
| 3.22 | Professional Learning for Outreach Consultants (ORCs) | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14). | \$15,000.00 | Yes |
| 3.23 | Training and Professional Learning for Substitute Teachers | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This initiative underscores the importance of ensuring a seamless continuum of learning experiences for unduplicated | \$2,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | <p>student groups, even in the absence of their regular teachers. By providing comprehensive training and professional development opportunities tailored specifically to substitute teachers, the district acknowledges the pivotal role they play in maintaining continuity and fostering a conducive learning environment. Through specialized curricula covering essential aspects such as classroom management strategies, instructional techniques, and adherence to district policies, substitutes are empowered with the tools and knowledge needed to effectively navigate diverse classroom scenarios. This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).</p> | | |
| 3.24 | Training and Professional Learning for Classified Staff | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the indispensable roles classified staff play in the daily operations of our schools, this initiative underscores the importance of investing in their skills, knowledge, and job performance. By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving student success and fostering a supportive educational environment. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).</p> | \$218,600.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 3.25 | Training: Medical Response | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Annually, the school office staff and healthcare personnel undergo CPR training. This action contributes to creating a safer environment conducive to learning for all unduplicated student groups. By equipping staff members with essential CPR skills, the initiative enhances the school's preparedness to respond effectively to medical emergencies that may arise on campus. Furthermore, the voluntary nature of the training ensures that staff members who opt to participate are not only empowered with life-saving knowledge but also demonstrate a commitment to the well-being of unduplicated student groups and the entire school community. By ensuring safety measures, such as crisis management plans and trained staff, schools can protect students' physical well-being and create a supportive atmosphere that enhances their overall academic performance. This action will be monitored through the Staff Panorama Survey (SP 3.2.14). | \$0.00 | No |
| 3.26 | Training: Action Preparedness | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Action Preparedness Training is crucial for | \$7,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|-------------|--------------|
| | | <p>ensuring the safety and well-being of students and staff members in schools. This level of preparedness is essential for creating a safe and secure environment within the school community, instilling confidence among students, staff, and parents that the school is equipped to handle emergencies and safety concerns effectively. Overall, Action Preparedness Training plays a vital role in promoting safety, resilience, and preparedness within the school environment. This level of preparedness contributes to a conducive learning environment where students feel safe, supported, and able to achieve their academic potential. Thus, Action Preparedness Training is not only instrumental in promoting safety but also in supporting academic success within the school community (SP 3.2.14).</p> | | |
| 3.27 | <p>Training and Professional Learning: Data Management Systems</p> | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Professional development sessions will be provided to district and site administrators and teachers on the use of the Student Data Management System (SDMS), highlighting the critical role of data-driven decision-making in enhancing student achievement and fostering academic success. This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).</p> | \$26,964.20 | Yes |
| 3.28 | <p>Training and Professional Learning:</p> | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual</p> | \$500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| | Communication Platforms | <p>learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Enhancing communication between schools and families is crucial for fostering a supportive learning environment, especially for unduplicated student groups. By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support. This action will be monitored through the Panorama Staff Survey (SP 3.2.14).</p> | | |
| 3.29 | Future Administrators Academy | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In alignment with our commitment to fostering effective school leadership and professional development, the district allocates funding to support the district's Administrators Academy. By investing in this action, the district demonstrates its commitment to cultivating a pipeline of skilled and effective school leaders who are equipped to drive positive change and enhance student outcomes in the Oxnard School District. This action will be monitored through the Panorama Staff Survey (SP 3.2.4).</p> | \$42,812.35 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|--------------|--------------|
| 3.30 | Consulting Teacher | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The overarching goal of the consulting teacher is to provide support for teachers and help them develop their capacity, as defined by the California Standards of the Teaching Profession. The consulting teacher will assist teachers in improving instructional performance. This action is crucial as it fosters a collaborative learning environment where teachers receive personalized guidance and mentorship tailored to their needs, ultimately leading to enhanced teaching effectiveness and improved student achievement. This action cultivates a culture of continuous professional growth, ensuring that teachers remain engaged, motivated, and equipped with the necessary skills to meet the evolving needs of their unduplicated student groups, thus positively impacting student academic success. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).</p> | \$168,172.95 | No |
| 3.31 | Peer Assistance Review (PAR) | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Peer Assistance and Review (PAR) program serves as a platform for ongoing professional development, offering constructive feedback, observation, and mentorship to help</p> | \$3,669.63 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| | | <p>teachers refine their instructional techniques and classroom management strategies. By fostering a culture of collaboration and continuous improvement, PAR promotes accountability, job satisfaction, and teacher retention within the district. Through peer support and mentorship, participating teachers have the opportunity to share best practices, collaborate on instructional strategies, and reflect on their practice, ultimately contributing to the overall success of teachers, unduplicated student groups, and the educational community as a whole. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).</p> | | |
| 3.32 | Review/Redesign Report Cards | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's strategic plan, there will be a review and redesign of report cards to ensure they are parent-friendly, self-explanatory, inclusive of progress on meeting the Student Profile, and grounded in competencies. This initiative aims to enhance communication between schools and families by presenting student progress in a clear and accessible format. The redesigned report cards will provide parents with comprehensive insights into their child's academic growth, including proficiency in key competencies aligned with the Student Profile. Through this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success. This action will be monitored through the Family Panorama Survey, Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.4.1).</p> | \$2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|--------------|--------------|
| 3.33 | Implementation of Required State Assessments | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district implements and supports required State testing district-wide, including CAASPP, PFT, and ELPAC. The initial administration of the ELPAC takes place in the fall, while the CAASPP, PFT, and ELPAC Summative assessments occur in the spring. The district supports state testing with necessary resources and the provision of professional development to teachers and administrators. The Testing Coordinator plays a crucial role in managing all district and state-required assessments, and providing technical support to staff as needed. Participation in required State testing demonstrates the district's commitment to transparency, accountability, and compliance with state and federal education regulations. This action will be monitored through the Staff Panorama Survey (SP 3.4.7).</p> | \$437,833.02 | No |
| 3.34 | Baseline Instruction for Unduplicated Student Groups | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the creation and maintenance of safe, affirming, equitable, and culturally enriched multilingual learning environments is crucial for fostering high intellectual performance across all content areas, which is vital for 21st-century success. By covering all</p> | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|--|----------------|--------------|
| | | <p>costs associated with delivering instruction to unduplicated student groups, the district aims to provide every student with the necessary support to thrive academically. This comprehensive approach includes providing baseline instruction resources, support staff, and funds for instructional supplies and extra-curricular activities, all of which play a crucial role in enhancing student achievement and success. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.1).</p> <p>This action is funded through the district's General Fund, which is primarily supported by Local Control Funding Formula (LCFF) resources as part of the district's core instructional program. It supports all students, including unduplicated student groups,</p> | | |
| 3.35 | Textbook Adoptions | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The adoption and purchase of new core textbooks are vital for ensuring that unduplicated student groups have access to up-to-date and high-quality instructional materials. By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs. Additionally, considering the needs of diverse student populations, such as English Learners or Emergent Multilingual Learners, unduplicated student groups receiving special education services, and those in biliteracy programs, is crucial for promoting equity and inclusivity in education. Adopting textbooks that address their unique learning needs</p> | \$4,401,084.24 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
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| | | is essential for providing equitable learning opportunities for all unduplicated student groups. This action also includes the replenishment of materials. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1). | | |
| 3.36 | Additional Teachers Above Base Staffing | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of additional teachers to certain classrooms to allow for low student-to-teacher ratios in some instances. This adjustment enables more personalized attention and targeted support, particularly for classrooms with unduplicated student groups. By ensuring lower ratios, unduplicated student groups can benefit from a more individualized learning experience, which can contribute to academic success and overall well-being. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8). | \$6,422,197.85 | Yes |
| 3.37 | Maintain 24:1 TK- 3rd Grade Average | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and | \$1,393,545.27 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | <p>community engagement, and mental health services, while benefiting all students within the district. Full implementation of the Local Control Funding Formula (LCFF) mandates the maintenance of a 24-to-1 class size average as a legislative requirement. This ensures that unduplicated student groups receive adequate attention and support in the classroom, fostering a conducive learning environment. By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining smaller class sizes reflects the district's commitment to student success and academic achievement. This action will be monitored through Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.8).</p> | | |
| 3.38 | School Site Allocations to be Prioritized by School Site Council | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth unduplicated student groups. School personnel are required to evaluate LCAP data points related to these populations to ensure plans focus on their needs. They work with School Site Councils to inform educational partners of goals and targets and revise plans accordingly. Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).</p> | \$4,855,819.36 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 3.39 | Above Base/ Assistant Principals | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of assistant principals to provide supplemental support beyond the identified staffing baseline, aimed at bolstering schools toward achieving high performance. Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school cultures, and implementing strategies to elevate academic standards. Through this strategic investment, we reinforce our commitment to facilitating the success of our schools and empowering them to reach their full potential as centers of excellence in education. This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).</p> | \$4,150,426.41 | Yes |
| 3.40 | Teacher Substitutes/ Site Assigned/ | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In line with the district's commitment of providing the best instructional opportunities for unduplicated student groups, each school in the district has a designated substitute-on-call. With</p> | \$743,883.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|--|--------------|--------------|
| | | <p>this action, the district intends to maintain continuity in learning experiences and minimize disruptions. This action underscores our dedication to upholding high educational standards and fostering an environment conducive to student success. By ensuring classroom coverage, the district demonstrates its commitment to delivering quality education across all schools in the district. This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).</p> | | |
| 3.41 | Supplemental Instructional Materials | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Materials that complement the core curriculum are carefully selected to enhance classroom instruction and support diverse learning needs. Whether through textbooks, workbooks, digital resources, manipulatives, or other educational tools, Supplemental Instructional Materials offer additional resources and activities to deepen unduplicated student groups' understanding of key concepts and reinforce learning objectives. By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery. This action reflects the district's dedication to ensuring equitable access to high-quality educational resources, thereby empowering unduplicated student groups to achieve academic success and reach their full potential. This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).</p> | \$818,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|-------------|--------------|
| 3.42 | Professional Learning: English Language Development | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides targeted professional learning for teachers to enhance the delivery of high-quality designated and integrated English Language Development (ELD) instruction, with a focus on meeting the distinct needs of both newcomer students and Long-Term English Learners (LTELs). Teachers will receive training on scaffolding academic language, differentiating instruction, and implementing culturally responsive strategies aligned with the California ELD Standards. Support for newcomers will emphasize foundational language acquisition, social-emotional integration, and trauma-informed practices, while LTEL-focused training will address re-engagement, academic language development, and strategies to accelerate progress toward reclassification. This action supports improved outcomes for English learners and will be monitored using CA Dashboard indicators and local assessment data (SP 3.2.2).</p> | \$5,000.00 | No |
| 3.43 | Professional Learning: De-escalation Strategies & Behavior Supports | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all</p> | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | <p>students within the district. This action provides professional learning for educators and support staff focused on de-escalation strategies and proactive behavior supports to foster safe, inclusive, and emotionally responsive learning environments. Training will equip staff with practical tools to recognize early signs of escalation, implement preventative interventions, and respond effectively to challenging behaviors using trauma-informed, culturally responsive practices. Emphasis will be placed on reducing the need for exclusionary discipline and promoting positive relationships that support student well-being and academic engagement. This action will be monitored using CA Dashboard indicators and local assessment data (SP 3.2.1).</p> | | |
| 3.44 | Professional Learning: Inclusive Practices | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides ongoing professional learning to strengthen educators' understanding and implementation of high-impact inclusive instructional principles, evidence-based practices, and effective classroom strategies that support academic achievement for all students, including those with individualized learning needs in both general education and special education settings. Through collaborative learning, modeling, and reflection, educators will enhance their capacity to deliver rigorous and inclusive instruction that closes opportunity gaps and supports equitable outcomes. This action is directly aligned with the district's strategic goals for instructional excellence and continuous improvement (SP 3.2.14).</p> | \$5,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 4 | <p>Family/Community Alliances for Student Success: Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students, as defined by the Oxnard Student Profile.</p> <p>(SP 4.1) STUDENT PROFILE ALLIANCES (SP 4.2) FAMILY ENGAGEMENT & SUPPORT (SP 4.3) PARENT/FAMILY RESOURCES (SP 4.4) COMMUNITY PARTNERSHIPS & RELATIONSHIP BUILDING (SP 4.5) HIGHER EDUCATION (SP 4.6) FAMILY/COMMUNITY COMMUNICATIONS</p> | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Oxnard School District developed this goal to strengthen the shared responsibility between schools, families, and community partners in supporting student success as defined by the district's strategic plan. This goal reflects a commitment to cultivating collaborative leadership that places families and communities at the center of the educational experience, working together to support the academic, social-emotional, and personal development of every student.

The district has invested significantly in supportive infrastructure, including dedicated staff and established engagement practices, particularly with Latino and Emerging Multilingual Learner (EML) families. There is also a growing and intentional effort to include and elevate the leadership of African American, Mixteco, and Newcomer Families, ensuring that every family, regardless of background or language, is welcomed, supported, and empowered to engage meaningfully in their child's education.

While family and community engagement has long been a district priority, it has not consistently focused on how these partnerships directly connect to the Oxnard Student Profile, the district's vision for what students need to know, do, and be to thrive in today's world. There is a powerful opportunity to more intentionally align family and community partnerships with this vision, positioning them as key contributors to improved student engagement, achievement, and equity. Central to this effort is the cultivation of family leadership, providing families with the tools, knowledge, and confidence they need not only to support their students today, but to continue advocating for their children's success and well-being throughout their educational journey.

Additionally, the district recognizes the importance of deepening outreach to the broader community and cultivating authentic partnerships with local organizations, higher education institutions, and other key collaborators. These relationships expand the district's capacity to support students through real-world opportunities, academic enrichment, and culturally responsive resources that reflect the diversity and aspirations of the community.

The district also acknowledges that some sectors of the community remain underrepresented and underserved. To address this, it is working to build and sustain environments of trust and mutual respect, spaces where all families are recognized as valued partners, and their contributions are honored as essential to student success.

This goal underscores the belief that when families and communities are engaged as full partners in education, students are more connected, motivated, and equipped to succeed in every classroom, every school, every day.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|--|
| 4.1 | Percentage Reported Positively to the District Seeking Input (State Priority 3) | Source: 2023-2024 Spring Panorama; Family Survey 86% | Source: 2024-2025 Spring Panorama; Family Survey 89% | | Source: 2026-2027 Spring Panorama; Family Survey 95% | Source: 2026-2027 Spring Panorama; Family Survey +3% |
| 4.2 | Percentage Reported Positively to the District Seeking Participation (State Priority 3) | Source: 2023-2024 Spring Panorama; Family Survey 86% | Source: 2024-2025 Spring Panorama; Family Survey 94% | | Source: 2026-2027 Spring Panorama; Family Survey 95% | Source: 2026-2027 Spring Panorama; Family Survey +8% |
| 4.3 | Percentage Reported Positively to Family Engagement (State Priority 3) | Source: 2023-2024 Spring Panorama; Family Survey 83% | Source: 2024-2025 Spring Panorama; Family Survey N/A | | Source: 2025-2026 Spring Panorama; Family Survey 95% | Source: 2025-2026 Spring Panorama; Family Survey N/A |
| 4.4 | Percentage Reported Positively to Family Participation in | Source: 2024-2025 Spring Panorama; Family Survey | Source: 2024-2025 Spring Panorama; Family Survey | | Source: 2026-2027 Spring Panorama; Family Survey | Source: 2026-2027 Spring Panorama; Family Survey |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------|----------------|----------------|---------------------------|----------------------------------|
| | Programs for Students with Disabilities (State Priority 3) | 91% | 91% | | 95% | Remained at 91% |

Goal Analysis [2024-25]

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

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

Throughout the 2024–2025 school year, the district made meaningful progress in strengthening family and community engagement. Through a comprehensive set of actions rooted in the Family Engagement Framework, families across the district were welcomed, supported, and empowered as partners in student success. A variety of culturally responsive and accessible programs were implemented, creating opportunities for families to connect with schools, participate in relevant learning experiences, and contribute their voices to district planning efforts.

Key accomplishments this year included the consistent operation of the Family Resource Center, increased coordination with the Enrollment Center, and a wide range of well-attended events such as the Cesar Chavez Celebration, multicultural heritage events, and family resource fairs. The expansion of hybrid meeting formats, interpretation services in multiple languages, and targeted workshops in literacy, ESL, technology, and diversity, equity, and inclusion (DEI) contributed to broader access and high levels of family satisfaction. Additionally, Panorama Family Engagement Survey results showed improved response rates and strong parent perceptions of student safety, belonging, and school inclusivity.

While there is still important work ahead, particularly in increasing attendance at academic-focused workshops and expanding participation in initiatives like Academic Parent-Teacher Teams (APTTs), there is clear evidence that this year’s actions had a positive impact. Families are engaging more frequently through multiple channels, and the district’s investment in building trust, improving communication, and honoring cultural diversity is evident across schools and departments.

To sustain this momentum, the district will enhance its promotion strategies, provide additional professional development for Outreach Consultants and site staff, and implement tools such as satisfaction surveys and data tracking systems to monitor impact more effectively. Expanded supports for families of students with disabilities and newcomer families will also be prioritized to ensure all families feel seen, heard, and supported.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal are interconnected and structured to be mutually supportive. This integrated design limits how the impact and supporting evidence of each individual action are documented and reported within the LCAP. As a result, the effectiveness of each action is referenced using a broader metric aligned with the overall goal.

Future planning will include the intentional organization of actions within each goal to incorporate specific, identifiable metrics for both implementation and effectiveness.

As the district moves into the 2025–2026 school year, Goal 4 will remain a central focus, affirming the value of family voice, promoting equity and access, and strengthening partnerships that contribute to the academic and social-emotional success of all students. The foundation established this year positions the district for continued growth and innovation in family and community engagement.

4.01 Coordination of Family Engagement and Parent Support Services

This action was broadly implemented with events for families, including DELAC, PAC, newcomer sessions, literacy workshops, ESL and tech classes, and multicultural celebrations. While turnout was strong at community-building events, attendance at academic-focused workshops was lower than expected. Action 4.01 shows emerging effectiveness, as evidenced by strong participation in community events and lower participation in academic workshops measured by Panorama surveys and family engagement data, with planned adjustments to enhance outreach and offer incentives to increase participation.

4.02 Equitable Access for Participation (Zoom)

Virtual and hybrid meeting formats increased access to DELAC, PAC, and site events, with consistent interpretation services. Hybrid meetings were better attended, though newcomer families faced some technology barriers. Action 4.02 shows emerging effectiveness, as evidenced by increased hybrid meeting attendance and identified technology access needs measured by Panorama surveys and family engagement data, with plans to expand hybrid options districtwide.

4.03 Family Resource Center

The Family Resource Center operated five days a week, providing over 2,000 points of contact or referrals and hosting an additional resource fair. Action 4.03 demonstrated strong effectiveness, as evidenced by high levels of family support and referrals measured by Panorama surveys and service tracking data, with plans to implement more systematic service tracking and family feedback tools next year.

4.04 Enrollment Center

The Enrollment Center continued to function as a centralized access point, particularly for unduplicated student groups, supporting equitable enrollment and access to services. Action 4.04 demonstrated strong effectiveness, as evidenced by consistent implementation supporting equitable enrollment outcomes measured by local and state assessments, with no substantive changes required.

4.06 Parent/Teacher Teams (APTTs)

This action was partially implemented, with third-grade teachers at one site piloting APTT events while other grade levels and schools did not participate. Action 4.06 shows emerging effectiveness, as evidenced by limited implementation measured by Panorama surveys and family engagement data, with future plans to explore expansion and targeted use of funds to increase participation.

4.07 Systems of Communication to Include Parent Voices

Communication systems to elevate parent voice, such as advisory groups and committee participation, were implemented as planned. Action 4.07 demonstrated strong effectiveness, as evidenced by improved inclusion and input from diverse families measured by Panorama surveys and family engagement data, with no changes needed.

4.08 Supporting Cultural Proficiency and Equitable Practices

Family workshops, celebrations, and trainings aligned with cultural inclusivity were implemented successfully. Action 4.08 demonstrated strong effectiveness, as evidenced by activities aligning with district equity goals and positive family participation measured by Panorama surveys and family engagement data.

4.09 Transition to High School – Parent Engagement

This action was supported by school counselors and will roll over into the 2025–26 LCAP. Action 4.09 did not achieve desired outcomes, as evidenced by lack of full implementation measured by Panorama surveys and family engagement data, with plans to integrate this focus next year.

4.10 Special Education Family Supports

Several special education family workshops were held with positive feedback. Action 4.10 shows emerging effectiveness, as evidenced by successful initial workshops and the need for expanded offerings and resource fairs measured by Panorama surveys and family engagement data, with future plans to survey families to identify greatest needs.

4.11 Parent Support Liaison

All schools were staffed with full-time Outreach Consultants who supported engagement activities and communication. Action 4.11 demonstrated strong effectiveness, as evidenced by improved family engagement and communication support measured by Panorama surveys and family engagement data, with future plans to improve subgroup participation tracking and targeted training.

4.12 Mixteco Interpreters and Liaisons

Two Mixteco interpreters provided daily support through events, meetings, and follow-up, developing strong community trust. Action 4.12 demonstrated strong effectiveness, as evidenced by strengthened family relationships and service access measured by Panorama surveys and family engagement data, with new efforts to gather parent satisfaction data and track coordinated services more systematically.

4.13 Spanish Interpreters

Spanish interpretation was consistently available for meetings, conferences, and events. Action 4.13 demonstrated strong effectiveness, as evidenced by equitable access to information and engagement for Spanish-speaking families measured by Panorama surveys and family engagement data, with full implementation.

4.14 Interpreting Services (Other Languages)

Interpreting services for other languages were provided through contracted agencies, fulfilling more than 40 requests. Action 4.14 demonstrated strong effectiveness, as evidenced by equitable access to meetings and services for multilingual families measured by Panorama surveys and family engagement data, with full implementation.

4.15 Panorama Surveys – Family Engagement and LCAP

Surveys were administered in winter and spring with increased family participation compared to the previous year, and results showed high satisfaction in key areas. Action 4.15 demonstrated strong effectiveness, as evidenced by improved participation rates and satisfaction outcomes measured by Panorama survey data, with plans to review results with site leaders and DELAC to inform future strategies.

4.16 District Website Accessibility (Web Content Analyst)

The district migrated to a new web platform, enhancing accessibility and navigation, supported by the Web Content Analyst position. Action 4.16 shows emerging effectiveness, as evidenced by successful migration and ongoing work to improve full functionality and marketing alignment measured by Panorama surveys and family feedback data, with continued development planned next year.

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.

Most actions under Goal 4 were implemented with fidelity, and estimated actual expenditures aligned closely with budgeted amounts. However, a few actions demonstrated material differences due to adjustments in implementation, participation rates, or shifting needs during the year.

One notable variance occurred in Action 4.01 – Coordination of Family Engagement and Parent Support Services. While the district offered a wide array of family engagement opportunities, attendance at academic-focused workshops was lower than anticipated. As a result, estimated actual expenditures were lower than budgeted. In response, the district plans to increase promotion, offer incentives, and expand outreach strategies to improve family participation in these sessions.

Similarly, Action 4.03 – Family Resource Center saw higher-than-planned expenditures due to the hosting of an additional family resource fair, which was not originally budgeted. This adjustment reflected increased demand and successful coordination with community partners, demonstrating a strong response to family needs.

In Action 4.10 – Special Education Family Supports, funds allocated for parent workshops and support events were not utilized, although meetings and outreach efforts were still conducted. The planned percentage of improved services for this action was lower than expected, primarily due to limited use of outside speakers and conference attendance. The district plans to fully implement these elements in 2025–2026, including a resource fair and expanded workshop offerings.

Action 4.06 – Parent/Teacher Teams (APTTs) was only partially implemented, with a pilot involving third-grade teachers at one school. As participation from other sites was limited, a portion of the funds was redirected to provide customer service workshops for Outreach Consultants. Consequently, the original service delivery target was not met, though the funds supported similar family engagement objectives.

In other areas, such as translation and interpretation services (Actions 4.12–4.14) and Panorama surveys (Action 4.15), estimated actual expenditures matched budget expectations, and the planned levels of service were fully met. These actions contributed to equitable communication and informed planning through family feedback.

Overall, while most Goal 4 actions were carried out as planned, the few material differences were the result of strategic adjustments in response to participation data, family needs, and staffing capacity. The district remains committed to refining implementation, reallocating resources when appropriate, and expanding efforts to ensure inclusive, high-quality engagement for all families in 2025–2026.

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

Goal 4 actions were largely effective in advancing the district's goal of strengthening family and community engagement. Through the implementation of inclusive, multilingual, and culturally responsive strategies, the district made clear progress in fostering strong school-home partnerships and ensuring families were welcomed, informed, and supported across all campuses.

Several actions were implemented successfully and contributed meaningfully to progress. Action 4.01 – Coordination of Family Engagement and Parent Support Services resulted in a broad range of activities including DELAC, PAC, newcomer meetings, multicultural events, and workshops focused on ESL, technology, and DEI. Participation in community-building events was strong, and family satisfaction, as measured through Panorama surveys, indicated high levels of safety, belonging, and inclusivity. Although attendance at academic-focused sessions remained a challenge, the diversity and consistency of engagement opportunities marked this action as impactful.

Action 4.03 – Family Resource Center was particularly effective, with over 2,000 recorded contacts and referrals for family support. The center served as a hub for coordination with the Enrollment Center and responded to increasing community needs with expanded services. Similarly, Action 4.04 – Enrollment Center continued to provide equitable access and onboarding support for unduplicated student groups and was implemented without variation.

Translation and interpretation services, through Actions 4.12–4.14, were also highly effective. Spanish, Mixteco, and other language interpretation services ensured that families could participate fully in IEPs, SSTs, conferences, and district events. These actions supported equitable access and built strong relationships, especially within historically underserved communities.

The district's administration of Panorama family surveys (Action 4.15) was effective in gathering meaningful data. Survey response rates increased from the previous year, and results showed that families felt welcomed and supported. The data is being used to guide next steps at both the district and site levels.

While most actions were implemented successfully, a few were only partially implemented. For example, Action 4.06 – Academic Parent/Teacher Teams (APTTs) was piloted at a single site, limiting its broader impact. However, initial participation was promising, and plans are in place to expand implementation in the coming year. Similarly, Action 4.10 – Special Education Family Supports was delivered through informal meetings and conversations, but the planned workshops and resources were not fully implemented. Nevertheless, families reported that the sessions were valuable, and expansion is anticipated to better meet the needs of families of students with disabilities.

Overall, Goal 4 actions showed strong alignment with the district's priorities for inclusive engagement, cultural responsiveness, and family partnership. Most actions were implemented with fidelity and contributed to positive outcomes in communication, trust, and family satisfaction. The district has clear plans to address areas that need further development, ensuring that all families are empowered as partners in student learning and school success.

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.

Following the implementation of Goal 4 during the 2024–2025 school year, the district reflected on areas of success and opportunities for refinement in the pursuit of deeper family and community engagement. While the overall goal statement, metrics, and target outcomes will remain unchanged, the district will make targeted adjustments to strengthen participation, accessibility, and alignment with family needs.

All actions from the 2024–2025 LCAP will roll over into the 2025–2026 LCAP, reflecting the district’s ongoing commitment to building inclusive, culturally responsive, and equitable family engagement systems. These actions continue to provide a strong foundation for fostering meaningful partnerships with families across the district.

A key area of refinement involves Action 4.06 – Academic Parent/Teacher Teams (APTTs), which was piloted at a single site. While initial participation was promising, broader implementation was limited. In response, the district will expand support for APTT by offering professional development to additional grade levels and campuses, creating planning tools, and improving outreach to increase school site readiness and parent participation.

Similarly, Action 4.10 – Special Education Family Supports will be strengthened in 2025–2026. While families expressed satisfaction with the informal meetings that were held, the full range of planned activities, such as structured workshops, conference opportunities, and a resource fair, was not fully implemented. The district will introduce a comprehensive calendar of events, invite guest speakers, and provide surveys to gather input from families of students with disabilities.

In Action 4.01 – Coordination of Family Engagement and Parent Support Services, strong turnout at community celebrations and multicultural events contrasted with lower participation in academic-focused workshops. Based on this reflection, the district will enhance its communication strategies by using testimonials, expanding digital promotion, and offering incentives. A family interest survey will be developed using Clarity to better align offerings with family needs and schedules.

The Family Resource Center (Action 4.03) will continue to play a central role, and in the coming year, the district will implement satisfaction surveys and formal tracking of services to improve coordination and responsiveness.

These refinements reflect a thoughtful, data-informed approach to continuous improvement. As the district continues to prioritize equity and access in family engagement, all current actions will be sustained, and strategies will be enhanced to ensure broader impact.

To further strengthen family engagement and support student learning beyond the classroom, the district will add Action 4.18 – Home Learning Resources for Student Success to Goal 4 in the 2025–2026 LCAP. This action is designed to expand access to home libraries and other educational resources, providing families with high-quality materials that reinforce learning outside of school.

Action 4.18 reflects the district’s commitment to equitable access, meaningful family partnerships, and high-quality learning opportunities that extend beyond the classroom, core priorities under Goal 4.

The explanation for why the LEA developed this goal has been updated from the 2024–25 LCAP to more clearly articulate the rationale.

For the 2025–26 LCAP, the district has revised its metrics to enhance clarity and eliminate redundancy. Metric 4.3, Percentage Reported Positively to Family Engagement, was determined to be duplicative of Metrics 4.1 and 4.2. As a result, it has been replaced with Metric 4.4, Percentage Reported Positively to Family Participation in Programs for Students with Disabilities. This new metric is intended to more accurately reflect the perspectives of families of students with Individualized Education Programs (IEPs).

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 4.1 | Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this, the district aims to enhance parent capacity, empowerment, and advocacy, thereby positively impacting student academic and social-emotional development. Recognizing the crucial role of parental involvement in academic success, this initiative seeks to strengthen collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, Asian American Pacific Islander Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. These proactive measures are pivotal in fostering increased student performance on state and local assessments. This action ensures a holistic approach to academic achievement, with the ultimate goal of enhancing student outcomes and success. This action will be measured through the Family Panorama Survey (SP 4.2.1). | \$248,781.22 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 4.2 | Equitable Access for Participation (Zoom) | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this and enhance the engagement of families of unduplicated student groups, the district will provide accessibility to Zoom, a video conferencing platform, to improve communication. Through Zoom, the district will offer webinars and support instructional activities, fostering a stronger connection between parents, students, and educators. This increased engagement is crucial for academic achievement, as it allows for more effective communication and collaboration between all community partners involved in a student's education. Additionally, by providing access to instructional support and resources through Zoom, the district ensures students from unduplicated student groups receive the necessary assistance to improve their academic performance. This action facilitates access for families who are unable to physically attend school sites or leave work for meetings, thus removing barriers to parental involvement and promoting a supportive learning environment conducive to academic success. This action will be measured through the Family Panorama Survey (SP 4.2.2).</p> | \$148,000.00 | Yes |
| 4.3 | Family Resource Center | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all</p> | \$38,050.73 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|---|--------------|--------------|
| | | <p>students within the district. This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being. By providing a central location for families to seek support and connect with resources, the Family Resource Center promotes a sense of belonging, empowerment, and resilience within the community. Through this action, the district demonstrates its commitment to fostering strong partnerships between schools and families, promoting equity and access to resources, and supporting the holistic development of unduplicated student groups and their families. This action will be measured through the Family Panorama Survey (SP 4.2.2).</p> | | |
| 4.4 | Enrollment Center | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Enrollment Center serves as a centralized location for families to register and enroll students across all 21 school sites, streamlining the process and ensuring consistency. This centralized hub offers essential services, including student registration, initial language assessments, program placement options, and transfer requests. By providing these services in one location, the Enrollment Center ensures that unduplicated student groups receive timely and accurate assessments, leading to appropriate program placements that cater to their specific needs. The initial language assessment is particularly crucial for identifying English learners and placing them in suitable language support programs, which are vital for their academic success. The enrollment center's comprehensive services support the academic</p> | \$750,501.11 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
| | | achievement of unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting a smoother transition into the school system and setting a strong foundation for future learning. This action will be measured through the Family Panorama Survey (SP 4.2.2). | | |
| 4.5 | Family Wrokshops: Diversity, Equity, and Inclusion | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District's initiative to host interactive workshops for parents on diversity, equity, and inclusion not only addresses the needs of unduplicated student groups but also directly supports academic achievement. By empowering parents with the knowledge and skills to create inclusive environments at home and in the community, these workshops foster a supportive educational ecosystem. Research consistently shows that a positive and inclusive school culture correlates with improved academic performance. Therefore, by strengthening partnerships between parents and the school, promoting equity, and advancing social justice, this action lays a foundation for enhanced academic success among all students. This action will be measured through the Family Panorama Survey (SP 4.2.2). | \$5,000.00 | Yes |
| 4.6 | Parent/Teacher Teams | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced | \$500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| | | <p>teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will pilot the Parent/Teacher Teams model in select district schools to enhance collaboration between parents, teachers, and unduplicated student groups in support of academic achievement. Through regular meetings and data-informed discussions, parents and teachers will collaborate to establish academic goals, track progress, and identify strategies for supporting learning both at home and in the classroom. Additionally, the district will provide capacity-building workshops and resources to empower parents with the knowledge and skills needed to support their child's education effectively. By implementing Parent/Teacher Teams, the district aims to strengthen the home-school partnership, promote sustained parent engagement, and improve academic outcomes for all unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.2.2).</p> | | |
| 4.7 | <p>Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families</p> | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By disseminating accurate information through various channels such as videos, district webpages, and social media platforms, the district ensures that everyone stays informed about important projects, initiatives, and updates related to the student profile. This level of transparency not only promotes accountability but also empowers stakeholders to actively participate in the district's strategic planning and decision-making processes. Furthermore, offering communication in multiple languages, including Mixteco and ASL when needed, demonstrates a commitment to inclusivity and accessibility, ensuring that all members of the community can engage with the</p> | \$20,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | information effectively. Ultimately, effective communication fosters a sense of community, strengthens relationships, and contributes to the overall success and well-being of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.2.4). | | |
| 4.8 | Supporting Cultural Proficiency and Focus on Equitable Practices | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action holds significant importance as it focuses on building the capacity of teachers and leaders in cultural proficiency and effective school-family engagement. By providing professional development opportunities such as webinars, workshops, and literature reviews/book studies, the district empowers staff to better understand and address the needs of unduplicated student groups. Enhancing cultural proficiency and promoting strong school-family partnerships are essential for creating inclusive learning environments where all unduplicated student groups can thrive academically and socially. Therefore, investing in professional development in these areas is crucial for improving student outcomes and fostering a supportive and inclusive school community. This action will be measured through the Family Panorama Survey (SP 4.2.5). | \$5,900.00 | No |
| 4.9 | Transition to High School- Parent Workshops | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced | \$500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| | | <p>teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To assist families in supporting their unduplicated student groups' transition to high school, the district provides student and family workshops on 'Going to High School and Beyond.' ORCs and counselors will conduct workshops for families in grades 5 and up to review what they need to consider before their transition to high school. This action includes preparing unduplicated student groups and families with information and support regarding A-G opportunities and requirements in high school. Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information but also empower parents to actively support their children's academic journey. By equipping families with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success. This action will be measured through the Family Panorama Survey (SP 4.3.3).</p> | | |
| 4.10 | Special Education: Parent/Family Supports | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, family and community engagement, and mental health services, while benefiting all students within the district. This action encompasses a multifaceted approach aimed at providing comprehensive assistance and resources to parents of unduplicated student groups receiving special education services within the district. Central to this effort is the establishment of the "Special Education Community Council," a monthly gathering comprising a selected committee representing diverse stakeholders within the community. This council serves as a platform for open dialogue, collaboration, and partnership between families, educators, and other</p> | \$15,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|---|--------------|--------------|
| | | <p>relevant educational partners. In addition to the Community Council, the district offers targeted "Parent/Family Training" tailored to specific groups within the special education community, addressing the unique needs and challenges faced by parents of unduplicated student groups with various disabilities, including Autism, Emotional Disturbance (ED), and those utilizing Augmentative and Alternative Communication (AAC) systems. By providing specialized training, the district aims to empower parents with knowledge, skills, and resources to effectively support their children's academic, social, and emotional development. This action will be measured through the Family Panorama Survey (SP 4.3.3).</p> | | |
| 4.11 | Parent Support Liaison | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Parent Support Liaison focuses on providing support, guidance, and resources to families to help them navigate various aspects of their children's education. Acting as a bridge, the Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being. This action will be measured through the Family Panorama Survey (SP 4.3.3).</p> | \$112,490.55 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---------------------------------------|---|--------------|--------------|
| 4.12 | Translators/ Interpreters: Mixteco | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and cultural diversity within the Oxnard School District community, particularly among families who speak Mixteco as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff, unduplicated student groups, and families who may face language barriers. By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).</p> | \$222,225.67 | Yes |
| 4.13 | Translators/ Interpreters: Spanish | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and</p> | \$912,832.13 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|-------------|--------------|
| | | <p>cultural diversity within the Oxnard School District community, particularly among families who speak Spanish as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff and families who may face language barriers. By providing translation and interpretation services, the district will ensure that vital information regarding school programs, policies, and student progress is effectively conveyed to Spanish-speaking families. This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).</p> | | |
| 4.14 | Contract for Interpreting Services | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action recognizes the importance of effective communication between school staff, unduplicated student groups, and families who may speak languages other than English. By contracting with qualified interpreters, the district aims to ensure clear and accurate communication in various contexts, including parent-teacher conferences, school events, and meetings. These interpreting services will enable non-English-speaking families to fully engage with the educational process, understand important information, and actively participate in their children's education. Additionally, by providing access to professional interpreters, the district reinforces its commitment to equity, inclusivity, and cultural responsiveness, thus fostering a supportive and welcoming environment for all members of the school community, thereby fostering a</p> | \$30,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|--|--------------|--------------|
| | | community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1). | | |
| 4.15 | Panorama Surveys | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Utilizing the Panorama platform, this action seeks to assess and enhance family engagement practices while also gathering insights to inform the development and refinement of the Local Control and Accountability Plan (LCAP). Through the survey, families are provided with the opportunity to share their perspectives, experiences, and priorities regarding their child's education, as well as their engagement with the school community. By leveraging the Panorama platform, the district aims to streamline the survey administration process, maximize participation rates, and obtain actionable data to drive informed decision-making and strategic planning efforts. This action will be measured through the Family Panorama Survey (SP 4.6.1). | \$500.00 | No |
| 4.16 | Revamp and Maximize Accessibility to the District's Website (Web Content Analyst) | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district has hired a webmaster tasked with | \$176,868.13 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|-------------|--------------|
| | | supporting the updating of the Oxnard School District website and individual school sites. The Web Content Analyst possesses expertise in both technical aspects and content management to ensure accurate and timely updates. Additionally, they establish protocols to maintain consistency across all OSD pages and sites, thereby enhancing accessibility and user experience, and fostering a community partnership conducive to academic achievement for unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.6.6). | | |
| 4.17 | Board Room | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves maintaining the infrastructure of the district's board room as a proactive measure to enhance transparency and foster open communication between the district and the community it serves. By engaging and informing the community, it strengthens family engagement, positively impacting the academic achievement of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.6.6). | \$24,000.00 | No |
| 4.18 | Home Learning Resources for Student Success | The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action ensures that families are equipped with a diverse range of educational materials and resources designed to support student learning and achievement outside of the classroom. Materials will be accessible, culturally and linguistically appropriate, and aligned with grade- | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>level standards to help families reinforce key concepts at home. Resources may include literacy and math tools, project-based learning guides, digital learning supports, and tips for fostering positive learning routines. By empowering families as active partners in education, this action promotes stronger home-school connections and contributes to improved academic outcomes for all students. This action will be measured through the Family Panorama Survey (SP 4.3.2).</p> | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 5 | <p>Transformational Leadership and Infrastructure: Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district’s identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.</p> <p>(SP 5.1) STRATEGIC PLAN IMPLEMENTATION (SP 5.2) DISTRICTWIDE COHERENCE (SP 5.3) ACCOUNTABILITY & PROGRESS MONITORING (SP 5.4) HUMAN CAPITAL (SP 5.5) COMMUNICATIONS (SP 5.6) FINANCE & TECHNOLOGY INFRASTRUCTURE</p> | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Oxnard School District developed this goal to build a unified and sustainable infrastructure that fosters a leadership culture capable of effectively implementing the district’s Strategic Plan across the entire organization. While strong practices and innovative efforts are evident throughout schools, departments, and classrooms, many of these successes have functioned in isolation. This presents a clear opportunity to build on what’s working and expand it systemwide, empowering leadership at all levels to drive greater coherence and achieve more consistent outcomes for all students.

This goal is also foundational to ensuring that the basic conditions for learning are met and sustained across all schools. A coherent and responsive infrastructure enables the district to guarantee that every student has access to essential elements such as safe and inclusive learning environments, well-maintained facilities, effective instructional materials, qualified staff, and up-to-date technology. These core conditions are necessary for academic achievement, student engagement, and overall well-being. By aligning systems and leadership around this foundational work, the district can better ensure that every school is equipped to support meaningful learning and realize the vision outlined in both the Strategic Plan and the Oxnard Student Profile.

In support of this, creating districtwide coherence has become a central priority. The district recognizes the need for a well-organized system that connects the work of schools, divisions, and departments to a common vision. That vision is grounded in the Oxnard Student Profile, which articulates what students should know, do, and become in order to succeed in an ever-changing world. Staff across the district must

clearly understand how their daily work contributes to this vision. When strategies, practices, and resources are aligned to a shared purpose, the system becomes more efficient, equitable, and capable of achieving long-term, sustainable success.

Creating the foundational conditions for learning is central to this goal. A coherent infrastructure ensures that every school has access to the essential elements that support student success—safe and inclusive environments, well-maintained facilities, effective instructional materials, high-quality teaching, and access to technology. By strengthening leadership systems, resource alignment, and internal coherence, the district is better positioned to guarantee that these basic conditions are met consistently across all sites. This work lays the groundwork for deeper learning, meaningful engagement, and equitable outcomes for every student, every day.

As a TK–8 district, Oxnard must also plan with the understanding that students continue their educational journeys well beyond eighth grade. The transition to high school, and to systems outside the district’s direct control—limits Oxnard’s ability to ensure continuity. This reality highlights the importance of building strong partnerships with local high schools and other educational institutions, so students experience a seamless progression of support and opportunity.

Achieving transformational change relies heavily on human capital. The district’s ability to meet its strategic goals depends on the expertise, commitment, and leadership capacity of its people. Recruiting, developing, and retaining highly qualified, diverse staff is essential to driving consistent improvement across all schools and departments. Equipping educators, site leaders, and support staff with high-quality professional development, growth opportunities, and clear pathways for leadership fosters a culture of excellence and innovation. Investing in human capital is not a separate initiative, it is essential as it drives every aspect of systemic improvement.

To advance this work, the implementation of the Strategic Plan must be purposeful and measurable. The district is prioritizing clear, aligned action at all levels to ensure that initiatives are directly tied to districtwide goals and focused on student-centered outcomes. Strengthening internal coherence, through common frameworks, language, and expectations, is central to building the kind of consistency that drives systemic improvement.

Alongside implementation, robust systems for accountability and progress monitoring are equally important. These systems enable staff to evaluate efforts based not only on compliance, but on impact, using data to inform decisions, adjust course, and continuously improve.

Supporting all of this is a strong communications infrastructure that fosters alignment and transparency. Staff and the district's educational partners rely on clear, timely, and consistent messaging to stay informed, collaborate effectively, and remain connected to the district’s overarching mission.

These efforts are made possible through modern, responsive finance and technology systems. Equitable resource distribution, streamlined operations, and innovative digital tools provide the foundation needed to support high-quality instruction and sustain progress over time.

Overall, this goal reflects the district’s belief that lasting transformation depends on intentional coordination, shared accountability, and aligned leadership. With guidance from the Oxnard Stakeholder Design Team, composed of representatives from across the system, the district will develop actions aligned to each of the five strategic goals. These efforts will ensure every student is supported, every educator is empowered, and every part of the organization is working together to realize the district’s vision for educational equity and excellence.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|--|--|
| 5.1 | Percentage of Properly Credentialed Teachers (State Priority 1A) | Source: 2022-23 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 88.5% Out-of-Field: 1.0% Intern: 1.1% Ineffective: 4.0% Incomplete: 4.1% Unknown: 1.3% | Source: 2023-24 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 92.4% Out-of-Field: 3.3% Intern: .9% Ineffective: 3.4% Incomplete: 0% Unknown: 0% | | Source: 2025-26 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 100% Out-of-Field: 0% Intern: 0% Ineffective: 0% Incomplete: 0% Unknown: 0% | Source: DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: +3.9% Out-of-Field: +2.3% Intern: -0.2% Ineffective: -0.6% Incomplete: -4.1% Unknown: -1.3% |
| 5.2 | Student Access to Standards-aligned Instructional Materials Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home (State Priority 1B) | 2022-23 CA Dashboard Local Indicators 0% | 2023-24 CA Dashboard Local Indicators 0% | | 2025-2026 CA Dashboard Local Indicators 0% | CA Dashboard Local Indicators Remained at 0% |
| 5.3 | Facilities in Good Repair–Facilities Inspection Tool | Source: 2022-23 CA Dashboard Local Indicators | Source: 2023-24 CA Dashboard Local Indicators | | Source: 2025-2026 CA Dashboard Local Indicators | Source: CA Dashboard Local Indicators |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|---|
| | Instances where facilities do not meet the “Good Repair” standard (State Priority 1C) | Deficiencies and Extreme Deficiencies: 0 | Deficiencies and Extreme Deficiencies: 0 | | Deficiencies and Extreme Deficiencies: 0 | Deficiencies and Extreme Deficiencies: Remained at 0% |

Goal Analysis [2024-25]

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

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

Throughout the 2024–2025 school year, the district made strong progress in advancing Goal 5, which focuses on building effective systems, structures, and leadership capacity to support student success. Actions under this goal were implemented with fidelity, and nearly all aligned with budget expectations and strategic priorities. These efforts contributed to a cohesive and well-supported infrastructure for instruction, operations, and student services.

Key successes included the full implementation of strategic plan initiatives, districtwide professional learning, and a wide array of collaboration opportunities for educators. Teachers and administrators participated in role-alike collaboratives and content-specific planning sessions that deepened instructional coherence and strengthened shared ownership of district goals. The three districtwide professional development days and the consistent use of banked minutes for PLCs allowed educators to align planning and practice in meaningful ways.

The district also made significant investments in leadership development and staff onboarding. New Teacher Institutes and administrative onboarding were well received, and the district has plans to expand long-term support for new leaders. Monthly onboarding sessions for classified staff were offered, though participation was inconsistent, prompting the district to consider adjustments to increase attendance.

Student and family services were further enhanced through the continued investment in counseling, mental health supports, health services, campus supervision, and outreach roles. These positions were fully implemented and supported students' academic, social-emotional, and health-related needs. Communications systems were also maintained across internal platforms and public-facing tools, ensuring families and staff received timely and consistent information.

The district's efforts to strengthen recruitment and retention, especially in a year with higher-than-usual vacancies, were effective. New hires were onboarded early, vacancy rates decreased, and reliance on outside agency staffing declined. Additionally, paraeducators across all instructional programs supported student learning and contributed to improved classroom capacity.

Finally, work on middle school grading practices and promotion criteria progressed through a districtwide task force, with participation from students, staff, and families. Policy revisions were introduced, and the group will continue meeting into 2025–2026 to further refine supports and alignment.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal are interconnected and structured to be mutually supportive. This integrated design limits how the impact and supporting evidence of each individual action are documented and reported within the LCAP. As a result, the effectiveness of each action is referenced using a broader metric aligned with the overall goal.

Future planning will include the intentional organization of actions within each goal to incorporate specific, identifiable metrics for both implementation and effectiveness.

Overall, Goal 5 actions created a strong foundation for operational excellence, instructional alignment, and sustained leadership growth. The district remains committed to continuous improvement and will build on this year’s momentum to ensure that all systems, people, and processes are working collaboratively in service of equitable student outcomes.

5.01 Oxnard Empowers – Implementation of Strategic Plan

This action was fully implemented and aligned with districtwide goals, supporting internal coherence and long-term planning under the EMPOWERS framework. Action 5.01 demonstrated strong effectiveness, as evidenced by full implementation supporting strategic plan alignment measured by local and state operational and implementation metrics, with no changes or challenges noted.

5.02 Board of Education

Support for governance and district policy was implemented as planned, with actions focused on advancing priorities related to unduplicated student groups. Action 5.02 demonstrated strong effectiveness, as evidenced by successful implementation of governance responsibilities and policy actions measured by local operational compliance metrics, with no variations reported.

5.03 Resources: Superintendent

Resources for the Superintendent’s office were allocated and implemented as planned, maintaining district operations and strategic alignment. Action 5.03 demonstrated strong effectiveness, as evidenced by operational coherence and leadership support measured by local operational metrics.

5.04 Professional Learning: Three District Days

All teachers participated in three professional development days focused on instructional strategies and district priorities. Action 5.04 demonstrated strong effectiveness, as evidenced by full teacher participation and strengthened instructional practices measured by local and state assessments.

5.05 Districtwide Banking of Minutes

Teachers used banked minutes for collaborative planning across grade levels and content areas. Action 5.05 demonstrated strong effectiveness, as evidenced by strengthened PLC structures and instructional alignment measured by local and state assessments.

5.06 New Teacher Institute

New teachers participated in summer and follow-up onboarding sessions, with 56 out of 60 attending. Action 5.06 demonstrated strong effectiveness, as evidenced by improved new teacher retention and onboarding satisfaction measured by local HR data, with minor adjustments planned based on feedback.

5.07 Institute for New Administrators

New site administrators participated in onboarding and networking sessions. Action 5.07 demonstrated strong effectiveness, as evidenced by positive feedback and strengthened leadership readiness measured by local leadership development metrics, with potential for expanded yearlong support.

5.08 Professional Collaboratives

Role-alike and content-based groups met to share best practices and support learning. Action 5.08 demonstrated strong effectiveness, as evidenced by strengthened instructional coherence and collaboration measured by local and state assessments.

5.09 Collaboration: Mathematics

Math teachers collaborated on standards-based planning, supporting vertical alignment. Action 5.09 demonstrated strong effectiveness, as evidenced by improved math instructional alignment measured by local and state assessments.

5.10 Collaboration: TK and Kindergarten

Early learning educators collaborated on foundational instructional strategies. Action 5.10 demonstrated strong effectiveness, as evidenced by improved alignment in early literacy and numeracy instruction measured by local and state assessments.

5.11 Collaboration: Biliteracy

Biliteracy teachers engaged in planning, resource development, and sharing best practices. Action 5.11 demonstrated strong effectiveness, as evidenced by improved biliteracy program consistency measured by local and state assessments.

5.12 Collaboration: Middle School

Middle school teachers collaborated within and across grade levels and content areas. Action 5.12 demonstrated strong effectiveness, as evidenced by strengthened instructional planning and alignment measured by local and state assessments.

5.13 Collaboration: Implementation of State Standards and Frameworks

Teachers were provided time to align lessons and units with California State Standards and frameworks. Action 5.13 demonstrated strong effectiveness, as evidenced by improved instructional alignment measured by local and state assessments, with full implementation.

5.14 Employee Onboarding (Classified)

Classified onboarding sessions were offered monthly. Action 5.14 shows emerging effectiveness, as evidenced by consistent implementation with inconsistent attendance measured by local HR participation data, with plans to improve participation.

5.15 Educational Services: Management and Support Staff

District leaders participated in professional development aligned to their roles. Action 5.15 demonstrated strong effectiveness, as evidenced by strengthened leadership practices measured by local and state assessments, with full implementation.

5.16 Manager of Equity, Family, and Community Engagement

This leadership position continued to support equity initiatives. Action 5.16 demonstrated strong effectiveness, as evidenced by positive impacts on equity work measured by Panorama survey results and local implementation metrics.

5.17 Director of Pupil Services

Oversight of student support systems and services was provided as planned. Action 5.17 demonstrated strong effectiveness, as evidenced by improved program alignment and student-centered systems measured by Panorama survey results, as well as state and local implementation metrics.

5.18 Counselors

Counselors implemented SEL, academic advising, and support services districtwide. Action 5.18 demonstrated strong effectiveness, as evidenced by strengthened student wellness and academic guidance measured by local and state assessments.

5.19 District Family and Community Liaison

The District Family and Community Liaison supported outreach and engagement strategies for families districtwide. Action 5.19 demonstrated strong effectiveness, as evidenced by improved family engagement and outreach measured by Panorama surveys and family participation data.

5.20 Outreach Specialists

Outreach Specialists supported family engagement at sites, serving as home-school connectors. Action 5.20 demonstrated strong effectiveness, as evidenced by strengthened family-school connections measured by Panorama surveys and engagement data.

5.21 Mental Health Clinician

The clinician provided student mental health and wellness services. Action 5.21 demonstrated strong effectiveness, as evidenced by improved access to mental health supports measured by local metrics.

5.22 Healthy Start Social Workers

Social workers supported students and families through wellness referrals and partnerships. This action was aligned with the district's tiered support framework.

5.23 Health Assistants and/or LVNs

Health staff supported medical needs and compliance with health protocols. Action 5.23 demonstrated strong effectiveness, as evidenced by consistent health service delivery measured by local operational metrics.

5.24 Campus Assistants/Supervisors

Campus assistants supported school safety, supervision, and positive climate. Action 5.24 demonstrated strong effectiveness, as evidenced by improved school safety and climate outcomes measured by local and state metrics.

5.25 Recruitment, Selection, and Retention of Human Capital

The district onboarded a higher-than-usual number of new hires, with most staff retained. Action 5.25 demonstrated strong effectiveness, as evidenced by improved staffing continuity measured by HR data, despite underestimated budget needs.

5.26 Recruitment: Classified Positions

Classified HR filled newly created positions, reducing vacancies. Action 5.26 demonstrated strong effectiveness, as evidenced by strengthened classified staffing and reduced agency hires measured by HR operational metrics.

5.27 Transitional Kindergarten Paraeducators

TK paraeducators were placed to support classroom learning and early education goals. Action 5.27 demonstrated strong effectiveness, as evidenced by full implementation supporting early learning instruction measured by local and state assessments.

5.28 Kindergarten Paraeducators

Kindergarten classrooms were supported by paraeducators as planned. Action 5.28 demonstrated strong effectiveness, as evidenced by consistent instructional support measured by local and state metrics, aligning with early learning program goals.

5.29 General Education Paraeducators

General education paraeducators were deployed across K–8 settings to support instruction and interventions. Action 5.29 demonstrated strong effectiveness, as evidenced by improved instructional support and intervention implementation measured by local metrics.

5.30 Opportunity Program Paraeducators

Paraeducators in the Opportunity Program supported students with specialized needs. Action 5.30 demonstrated strong effectiveness, as evidenced by improved access to interventions and supervision for Opportunity Program students measured by local and state assessments.

5.31 District Nurses

District nurses supported student health needs, compliance, and emergency response across all sites. Action 5.31 demonstrated strong effectiveness, as evidenced by consistent health service delivery and compliance measured by local operational metrics.

5.32 Communication Platforms

Systems for internal and external communication were maintained effectively. Action 5.32 demonstrated strong effectiveness, as evidenced by timely and accessible communication for families and staff measured by local operational metrics.

5.33 Internal Communication Systems

Internal tools and systems for staff communication were maintained throughout the year. Action 5.33 demonstrated strong effectiveness, as evidenced by improved coordination across departments and sites measured by local operational metrics.

5.34 Communications from Central Office

Messaging from district leadership to families and employees was consistent and timely. Action 5.34 demonstrated strong effectiveness, as evidenced by effective and timely communication measured by local operational metrics.

5.35 Curriculum Council

The Curriculum Council provided guidance on instructional decisions and curricular alignment. Action 5.35 demonstrated strong effectiveness, as evidenced by improved instructional decision-making and curricular coherence measured by local metrics.

5.36 Middle School Grading and Policies

The Middle School Task Force developed new promotion participation criteria based on stakeholder feedback. Action 5.36 shows emerging effectiveness, as evidenced by partial implementation measured by local operational and stakeholder feedback data, with continued work planned in 2025–2026 to address broader systems alignment.

5.37 Required Accountability Templates

All state and federal accountability templates were completed and submitted as required. Action 5.37 demonstrated strong effectiveness, as evidenced by full compliance with state and federal reporting requirements measured by operational compliance metrics.

5.38 Practi-Cal Medical Billing

Medical billing services were maintained effectively to ensure Medicaid reimbursement compliance. Action 5.38 demonstrated strong effectiveness, as evidenced by successful billing operations and compliance measured by local operational metrics.

5.39 Student Technology Access and Annual Refresh

Student technology devices were refreshed and redistributed to ensure equitable access to digital learning tools. Action 5.39 demonstrated strong effectiveness, as evidenced by improved student technology access measured by local and state assessments, with implementation completed successfully.

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.

Most actions under Goal 5 were implemented as planned, with estimated actual expenditures aligning closely with budgeted amounts. These actions supported the district's efforts to strengthen operational systems, instructional alignment, staffing, and leadership development. However, several actions demonstrated material differences between projected and actual expenditures due to implementation timing, vacancy rates, or adjusted program scope.

One notable variance occurred in Action 5.25 – Recruitment, Selection, and Retention of Human Capital. The district experienced a higher-than-anticipated number of new hires, resulting in expanded onboarding needs. While implementation was effective, actual expenditures slightly exceeded initial estimates due to the increased volume of staff requiring support. In contrast, Action 5.26 – Recruitment: Classified Positions came in under budget, as more classified positions were filled internally and the need for long-term contracted staff declined. Unspent funds from this action were reallocated to other actions within the same goal to support overall implementation and ensure continuity of services.

A group of actions related to paraeducator support, Actions 5.27 through 5.30, were fully implemented, but in some cases, staffing adjustments during the year resulted in lower expenditures than originally budgeted. These actions still met their service delivery goals, and

paraeducators were effectively deployed to support transitional kindergarten, kindergarten, general education, and Opportunity Programs. The percentage of improved services remained aligned with expectations despite slightly lower costs.

Action 5.14 – Classified Employee Onboarding also showed a notable difference, as attendance at monthly onboarding sessions was lower than anticipated, even with compensation and release time provided. As a result, actual expenditures were below budget, and the estimated percentage of improved services was reduced. The district is exploring alternative delivery models to increase participation and engagement among new classified staff. Unused funds were reallocated to other actions within the same goal to support overall implementation and maintain service continuity.

Across several staffing-related actions—including health assistants (5.23), counselors (5.18), and outreach specialists (5.20)—implementation was consistent with budget plans, and the full scope of services was delivered. However, variations in personnel start dates or short-term vacancies in a few roles contributed to minor underspending in isolated cases.

Overall, Goal 5 actions were implemented with high fidelity, and in most cases, services were delivered as intended. Where budget differences occurred, they were tied to staffing fluctuations, service participation levels, or more efficient resource use. The district will refine future projections and continue monitoring staffing and service delivery data to ensure alignment between planned and actual expenditures while sustaining high-quality support for students, staff, and families.

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

Goal 5 actions were broadly effective in advancing the district's efforts to build strong systems, structures, and leadership capacity in support of high-quality teaching and learning. The district successfully implemented a comprehensive set of initiatives that supported recruitment and retention, professional collaboration, instructional alignment, operational coherence, and student wellness services.

Actions supporting instructional collaboration and professional learning, including districtwide professional development days (Action 5.04), PLC collaboration using banked minutes (Action 5.05), and educator collaboratives (Actions 5.08–5.13), were implemented with fidelity. These structures contributed to improved planning, standards alignment, and shared instructional practices across all grade spans and programs.

The New Teacher Institute (Action 5.06) and New Administrator Onboarding (Action 5.07) were effective in orienting and supporting new staff, and retention among new teachers remained high. The district also maintained strong support for instructional leadership development through Educational Services management training (Action 5.15) and role-alike learning opportunities. Feedback from participants was positive, and continuity will be maintained with refinements based on input.

Actions focused on staff recruitment and retention (Actions 5.25–5.26) were largely successful. Although the district experienced a higher-than-normal number of vacancies, it responded proactively to fill positions and onboard new staff. Most new hires received orientation and were placed early in the year. Classified recruitment also improved, with vacancy rates declining and less reliance on contracted staffing.

The district continued to provide comprehensive health, mental health, and safety supports through a network of counselors (Action 5.18), social workers (Action 5.22), health assistants and nurses (Actions 5.23, 5.31), campus supervisors (Action 5.24), and a dedicated mental health clinician (Action 5.21). These services contributed to safer, more supportive school environments and were fully implemented as planned.

Technology access (Action 5.39) was maintained through annual device refreshes and distribution, ensuring students had consistent access to digital learning tools. Additionally, internal and external communication systems (Actions 5.32–5.34) were effectively used to promote transparency and connection among schools, families, and district leadership.

While most actions were effective, Action 5.14 – Classified Employee Onboarding had lower-than-anticipated attendance. Despite offering compensation and scheduling flexibility, participation was inconsistent. The district is exploring new delivery models to improve engagement with classified staff during onboarding.

Similarly, Action 5.36 – Middle School Grading and Policies made progress through task force meetings and stakeholder feedback but remains in development. Initial updates to promotion criteria were implemented, and additional work will continue into the 2025–2026 school year to ensure full alignment and clarity across middle school sites.

Overall, Goal 5 actions were successful in strengthening district systems and sustaining the conditions necessary for academic improvement, professional growth, and operational excellence. Ongoing adjustments based on reflection and feedback will support even greater effectiveness moving forward.

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.

Following a comprehensive review of Goal 5 implementation during the 2024–2025 school year, the district identified key strengths and areas for growth in building the systems, structures, and leadership capacity necessary to support instructional coherence, staff development, and student wellness. While the goal statement, metrics, and target outcomes will remain unchanged, select actions will be refined to improve alignment, participation, and effectiveness.

All actions from the 2024–2025 LCAP will roll over into the 2025–2026 LCAP, maintaining the district’s strong commitment to ensuring that operational systems, professional learning structures, and leadership initiatives continue to support equitable student outcomes.

One area of refinement involves Action 5.14 – Classified Employee Onboarding, which showed lower-than-expected participation despite offering compensation and release time. In response, the district will explore more flexible and responsive onboarding models, such as hybrid or asynchronous options, department-level orientations, and direct follow-up with new hires to ensure early engagement and clarity around district expectations and support systems.

Additionally, Action 5.07 – Institute for New Administrators will be reviewed for expansion. Based on positive feedback from participants, the district is considering converting the initial onboarding series into a yearlong learning experience that includes individualized coaching, leadership team collaboration, and extended PD aligned to the California Professional Standards for Educational Leaders (CPSEL).

After the initial adoption of the 2024–2025 LCAP, Action 5.36 – Refine Middle School Systems was added to encompass the work underway at Chávez School and Lopez Academy in partnership with California Education Partners. This action also initiated a cross-role task force to review current practices and update promotion criteria centered on student participation and engagement. While meaningful progress was made, the district recognized the need for continued efforts to align grading practices, ensure clarity and consistency, and build systems that better support student success. As a result, Action 5.36 will continue into the 2025–2026 LCAP.

The district will also review paraeducator assignments (Actions 5.27–5.30) to ensure they remain responsive to evolving student needs in transitional kindergarten, kindergarten, general education, and the Opportunity Program. Adjustments will focus on aligning paraeducator schedules with instructional priorities such as early literacy, behavior supports, and small group instruction.

In the area of staff recruitment and retention (Actions 5.25–5.26), the district plans to expand strategies that strengthen employee connection and retention, including mentorship, recognition, and pathways for growth, particularly in response to high hiring volume and new staff integration.

Informed by reflections and input from site leaders, department teams, classified and certificated staff, and bargaining units, the district will introduce Action 5.40 – Staff to Provide General Education Behavior Support as part of Goal 5 in the 2025–2026 LCAP. This action is designed to expand school-based capacity for fostering safe, inclusive, and well-managed learning environments.

It responds to consistent feedback across schools, highlighting the need for additional support personnel to proactively manage student behavior and minimize classroom disruptions. Paraeducators trained in behavior de-escalation strategies will be deployed to assist with implementing behavior intervention plans, supporting social-emotional learning, and reinforcing schoolwide expectations. Their work will complement existing frameworks such as PBIS and restorative practices while enhancing adult presence and responsiveness across campus settings.

Action 5.40 reflects the district’s commitment to building a coherent and sustainable infrastructure that supports both student well-being and the operational effectiveness of school sites, core priorities under Goal 5: Transformational Leadership and Infrastructure.

The explanation for why the LEA developed this goal has been updated from the 2024–25 LCAP to more clearly articulate the rationale.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 5.1 | Oxnard Empowers - Implementation of Strategic Plan | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The aim of this initiative is to implement the district's vision-focused and action-oriented strategic plan. This plan articulates a compelling vision for the future we envision for our district and community, clearly outlining how we will engage all Oxnard School District's unduplicated student groups in high-level learning opportunities that prepare them for success in a global 21st-century environment. This action supports the academic achievement of unduplicated student groups by implementing a strategic plan that provides equitable resources and high-level learning opportunities, preparing them for success in a global 21st-century environment. This action will be monitored through the CA Dashboard Metrics (SP 5.1.1).</p> | \$112,300.00 | Yes |
| 5.2 | Board of Education | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical role of the Board of Education in shaping the direction and policies of the district, this action is designed to provide board members with opportunities for ongoing learning and skill enhancement. The professional learning activities for the Board of Education encompass a diverse range of topics relevant to their</p> | \$158,288.17 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|--------------|--------------|
| | | <p>responsibilities and governance roles, including legal and ethical responsibilities, effective governance practices, educational policy and leadership, fiscal management and accountability, and equity, diversity, and inclusion. By engaging in continuous professional learning, Board of Education members are better equipped to fulfill their governance duties effectively, make informed decisions, and advocate for the needs of unduplicated student groups, staff, and the community. Ultimately, this action contributes to the overall effectiveness and success of the Oxnard School District in achieving its educational goals and priorities. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).</p> | | |
| 5.3 | Resources: Superintendent | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Acknowledging the pivotal role the Superintendent plays in steering the district towards its goals and cultivating a culture of excellence, this action is designed to provide ongoing learning and skill enhancement opportunities. Encompassing a broad spectrum of topics crucial to leadership responsibilities. The professional learning activities for the Superintendent include educational leadership and vision, strategic planning and implementation, instructional leadership, organizational management and governance, and equity, diversity, and inclusion. By engaging in continuous professional learning, the Superintendent is empowered to lead with foresight, integrity, and efficacy, driving positive change and sustainable improvement within the Oxnard School District. Ultimately, this initiative is pivotal in advancing the district's educational mission and meeting the diverse needs of its unduplicated student groups, staff, and community. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).</p> | \$565,941.49 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 5.4 | Professional Learning: Three District Days | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing that interventions alone are insufficient, the district emphasizes the pivotal role of best-first instruction in improving outcomes for unduplicated student groups. To this end, the district will allocate three additional professional development days to staff. These days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The intent of the district is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).</p> | \$1,796,991.11 | Yes |
| 5.5 | District Wide Banking of Minutes | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district firmly believes that prioritizing high-quality initial instruction will have the most significant impact on improving outcomes for unduplicated student groups. To achieve this goal, the district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a</p> | \$1,522,509.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------------------|--|-------------|--------------|
| | | <p>common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the State of California. During this dedicated hour, staff will engage in focused collaborative instructional planning. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).</p> | | |
| 5.6 | New Teacher Institute | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The New Teacher Institute offers essential information and resources to teachers new to the district, supporting them both in instruction and as employees. Specialized training is provided to Special Education and Biliteracy Teachers. The district will offer full days of training before the start of the school year and additional full days and after-school sessions for follow-up throughout the school year. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).</p> | \$21,000.00 | Yes |
| 5.7 | Institute for New Administrators | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of the New Administrators Institute directly responds to this imperative. By providing new</p> | \$5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| | | <p>administrators with comprehensive information and resources, this initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to academic success for all students. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).</p> | | |
| 5.8 | Professional Collaboratives | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will establish a task force composed of practitioners to collaboratively assess and review the current district programs and practices, ensuring alignment with standards-based instruction, assessment, curriculum, and professional development. These efforts will reflect the best practices and pedagogical principles outlined in the district's strategic plan. The ultimate goal is to support the development of OSD's Student Profile alongside the achievement of unduplicated student groups, mastery of standards, and college and career readiness as defined in OSD EMPOWERS. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).</p> <p>This action encompasses several initiatives under Goal 5 in the LCAP that promote staff collaboration in designing opportunities for students to demonstrate the Student Profile. The funding associated with Action 5.8 is integrated into and supports the implementation of these related initiatives.</p> | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 5.9 | Collaboration Opportunities: Mathematics | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action focuses on promoting collaboration among educators within the Mathematics domain, leveraging the practice of Thinking Classrooms. Through collaborative planning and discussion, teachers will enhance mathematics instruction and student learning outcomes. They'll share best practices, explore new instructional strategies, and collectively problem-solve challenges. The Thinking Classrooms Framework emphasizes student-centered learning, critical thinking, and problem-solving skills development. By fostering collaboration and leveraging the Thinking Classrooms framework, this action aims to empower educators to create enriching mathematics learning experiences that inspire curiosity, creativity, and a deep understanding among unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).</p> | \$5,000.00 | No |
| 5.10 | Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Collaborative planning empowers teachers to address individual student needs more effectively, providing targeted support and differentiation to accommodate diverse learning styles and</p> | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|-------------|--------------|
| | | abilities. Additionally, fostering strong relationships between teachers benefits unduplicated student groups by instilling a sense of continuity and belonging, facilitating their transition into the next phase of their education. Ultimately, collaboration between teachers enriches the overall educational experience for unduplicated student groups, positioning them for academic and social success. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3). | | |
| 5.11 | Collaboration Opportunities: Biliteracy | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The focus of this action is to provide teachers with opportunities to function as a Professional Learning Community. Guided and supported by a Teacher on Special Assignment, the goal is to refine lesson design based on biliteracy units and grounded in the district's adopted biliteracy framework, embodying best practices and high-leverage strategies. Through this collaboration, teachers receive tailored guidance and support to effectively implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3). | \$5,000.00 | Yes |
| 5.12 | Collaboration Opportunities: Middle School | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual | \$5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| | | <p>learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Middle school collaboration provides an opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).</p> | | |
| 5.13 | <p>Collaboration Opportunities: Supporting the Implementation of State Standards and Frameworks</p> | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through collaboration among practitioners, the district aims to ensure alignment of curriculum, instruction, and assessment with state-mandated standards. This action reinforces the district's commitment to providing unduplicated student groups with a rigorous and equitable learning experience that prepares them for success in college, career, and beyond, as outlined in the district's strategic plan and reflected in the district's student profile. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).</p> | \$5,000.00 | No |
| 5.14 | <p>Employee Onboarding</p> | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-</p> | \$5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | <p>performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to ensure that new hires to the district receive comprehensive guidance on district policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.4.4).</p> | | |
| 5.15 | Educational Services: Management and Support Staff | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To advance the objectives and aspirations of the District, it is imperative to strengthen the Educational Services Department with proficient Central Office Staff. These professionals will collaborate closely with school leaders, teachers, and stakeholders to ensure alignment with district goals and standards. Their expertise will not only support current initiatives but also pave the way for innovative approaches to teaching and learning. Enhancing the Educational Services Department with skilled Central Office Staff is crucial for providing the necessary support and expertise to foster innovative teaching approaches,</p> | \$2,103,909.46 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|--------------|--------------|
| | | thereby improving the academic performance of unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1). | | |
| 5.16 | Manager of Equity, Family and Community | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Manager of Equity and Community works diligently to implement the EL Master Plan, ensuring that policies and practices are aligned with the goal of providing equitable education opportunities. By actively engaging families, the Manager helps to build trust and create a supportive network that encourages parental involvement in their children's education. Moreover, the Manager collaborates with community organizations to provide resources and services that aid in the academic and socio-emotional development of students. Additionally, the Manager works with various parent groups, providing them with educational opportunities and creating spaces to express their voices and opportunities for their cultures and languages to be celebrated. Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing achievement gaps. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1). | \$214,361.95 | Yes |
| 5.17 | Director of Pupil Services | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual | \$385,777.64 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------|---|----------------|--------------|
| | | <p>learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This administrative role encompasses a range of responsibilities aimed at promoting the holistic well-being and academic success of all unduplicated student groups. The Director oversees various pupil service programs, including counseling, health services, attendance, and student support initiatives. They work collaboratively with school administrators, educators, and community partners to develop and implement policies, programs, and interventions that address the diverse needs of unduplicated student groups. By providing leadership, guidance, and resources, the Director of Pupil Services ensures that unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).</p> | | |
| 5.18 | Counselors | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action reflects a commitment to holistic student support and well-being. Counselors play a multifaceted role in the educational ecosystem, providing essential guidance and assistance to unduplicated student groups across various domains of their lives. From academic counseling to social-emotional support, these professionals offer</p> | \$4,260,145.26 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---------------------------------------|---|----------------|--------------|
| | | <p>personalized assistance to address the diverse needs of unduplicated student groups, fostering a nurturing and inclusive learning environment. By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).</p> | | |
| 5.19 | District Family and Community Liaison | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district employs a District Family and Community Liaison to support families of students most at risk. The Community Liaison is based in the Family Resource Center, which operates during the workday and provides support to families. One aspect of their role is to ensure that students identified as homeless or foster youth receive additional support and services. Moreover, the Family Resource Center offers parents opportunities to participate in professional learning across various areas, thereby enhancing their ability to support their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).</p> | \$143,437.57 | Yes |
| 5.20 | Outreach Specialists | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The</p> | \$2,155,653.12 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|---|--------------|--------------|
| | | <p>unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Every school within the district benefits from the presence of an Outreach Specialist who collaborates closely with the Manager of Equity and Community Engagement and the Community Liaison. This vital role serves as a bridge between the school and the wider community, ensuring that families and stakeholders receive tailored support and resources. The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).</p> | | |
| 5.21 | Mental Health Clinician | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of a district Therapeutic Counselor is a proactive step in addressing the intensive emotional and mental health needs of students. This licensed Marriage and Family Therapist (LMFT) offers specialized counseling services tailored to support students with complex emotional challenges. Working in collaboration with</p> | \$695,363.06 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|--|----------------|--------------|
| | | <p>school staff and families, the Therapeutic Counselor provides targeted interventions and support to help students navigate and overcome obstacles that may impact their academic and personal well-being. This action not only supports students in accessing the resources they need but also fosters a nurturing and supportive school environment conducive to academic success and personal growth. This action will be monitored through the CA Dashboard Metrics (5.4.1).</p> | | |
| 5.22 | Healthy Start Social Workers | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district collaborates with the County to deploy social workers at four school sites, offering vital support to unduplicated student groups and families. These social workers engage in collaborative efforts with administrators, counselors, ORCs, and Family Liaisons, providing comprehensive assistance to families within their home school and surrounding schools. This action is crucial for the academic achievement of unduplicated student groups, as it provides vital support and comprehensive assistance to families, addressing resource inequities. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).</p> | \$280,000.00 | Yes |
| 5.23 | Health Assistants and/or Health Care Technicians (LVNs) | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced</p> | \$1,372,570.13 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|---|----------------|--------------|
| | | <p>teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The deployment of health assistants (LVNs) is particularly beneficial for low-income students, students experiencing homelessness, and foster youth who often lack resources and may miss school due to health and welfare factors. These skilled professionals, Licensed Vocational Nurses (LVNs), play a critical role in providing essential health care services to students across various school settings. Working collaboratively with school nurses and other healthcare providers, the health assistants and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).</p> | | |
| 5.24 | Campus Assistants/Supervisors | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Campus assistants or supervisors play a vital role in ensuring the safety and well-being of students during crucial times of the school day, such as lunch, recess, and before/after school. Their presence helps maintain order and prevent potential conflicts or accidents in areas where students gather in large numbers, such as the playground or cafeteria. By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school environment where unduplicated student groups can thrive both</p> | \$4,833,352.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|--------------|--------------|
| | | academically and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1). | | |
| 5.25 | Recruitment, Selection and Retention of Human Capital | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District is confident in its ability to fulfill its mission of providing a culturally diverse education in a safe, healthy, and supportive environment, preparing unduplicated student groups for college and career opportunities. This objective is pursued through several key actions. Firstly, the district focuses on recruiting and retaining exceptional individuals who contribute to the educational community. Secondly, strategic efforts are implemented in the areas of recruitment, selection, retention, and operations to ensure efficiency and effectiveness in human resource management. Finally, the district maintains labor relations with three associations, fostering collaboration and cooperation to support the district's goals and objectives. The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities. This action will be monitored through the CA Dashboard Metrics (SP 5.4.2). | \$488,328.34 | Yes |
| 5.26 | Recruitment: Classified Positions | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action | \$146,980.58 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| | | <p>directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district recognizes the critical role that classified staff play in supporting the overall functioning and success of our schools. With this understanding, the district is committed to recruiting highly qualified and dedicated individuals to fill classified positions across various departments and roles within the district. Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.2).</p> | | |
| 5.27 | Transitional Kindergarten Paraeducators | <p>LREBG Action</p> <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Assigning paraeducators to TK classrooms is essential to meet the state-required adult-to-child ratios. By adhering to these ratios, the district ensures that each child receives adequate supervision, support, and attention from qualified adults, which is crucial for their overall development. Additionally, meeting these ratios allows for the implementation of developmentally appropriate practices and individualized instruction, tailored to the unique needs of each child. Assigning appropriate numbers of paraeducators to TK classrooms not only fulfills regulatory requirements but also prioritizes the optimal learning and growth</p> | \$1,504,828.68 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|--|--------------|--------------|
| | | <p>of young learners in the district. Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall development. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).</p> <p>Metrics being use to monitor the action: Metric 5.1</p> <p>LREBG Funds Supporting this Action: \$1430315.89 per year through the 2026-27</p> | | |
| 5.28 | Kindergarten Paraeducators | <p>LREBG Action</p> <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators play a crucial support role in kindergarten classrooms, providing invaluable assistance to teachers and enhancing the overall learning experience for unduplicated student groups. Their responsibilities encompass a wide range of tasks aimed at promoting student success and creating a positive classroom environment. They may assist unduplicated student groups with completing assignments, practicing literacy and numeracy skills, and engaging in educational activities. Furthermore, paraeducators collaborate closely with teachers to implement instructional strategies, adapt materials to meet student needs, and collect data on student progress. By serving as trusted allies and support systems in kindergarten classrooms, paraeducators contribute</p> | \$917,423.09 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------------|---|--------------|--------------|
| | | <p>significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).</p> <p>Metrics being use to monitor the action: Metric 5.1</p> <p>LREBG Funds Supporting this Action: \$438281.47 per year through the 2026-27</p> | | |
| 5.29 | General Education Paraeducators | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action entails general education paraeducators supporting students with 504 plans when required. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the general education environment. By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).</p> | \$467,812.38 | Yes |
| 5.30 | Opportunity Program Paraeducators | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action</p> | \$105,574.56 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-------------------------|--|----------------|--------------|
| | | <p>directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the education environment. By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).</p> | | |
| 5.31 | District Nurses | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As an integral part of the district's infrastructure, the district employs district-based school nurses who provide essential support to schools as needed. These trained professionals play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).</p> | \$1,014,156.51 | Yes |
| 5.32 | Communication Platforms | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-</p> | \$212,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|--|-------------|--------------|
| | | <p>performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district aims to enhance communication channels with parents through various means, including the district's website, email, text, and phone calls with the goal of improving parental engagement. By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.5.1).</p> | | |
| 5.33 | Internal Communication Systems | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).</p> | \$5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|--------------|--------------|
| 5.34 | Communications from Central Office | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).</p> | \$125,000.00 | Yes |
| 5.35 | Curriculum Council | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Curriculum Council functions as an advisory group of educators who provide valuable insights and recommendations on curriculum-related matters within the district. This group, composed of administrators, teachers, and curriculum specialists, offers expertise and guidance to inform decision-making processes</p> | \$4,281.23 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| | | <p>regarding curriculum development, implementation, and assessment. Through collaborative discussions and deliberations, the council evaluates curriculum materials, instructional resources, and teaching methodologies to ensure alignment with educational standards and objectives. The Curriculum Council's role as an advisory group is crucial for the academic achievement of unduplicated student groups, as it provides expert insights and recommendations on curriculum development, implementation, and assessment, ensuring that instructional resources and teaching methodologies align with educational standards and effectively address the needs of the district's diverse student population. This action will be monitored through the CA Dashboard Metrics (SP 5.5.10).</p> | | |
| 5.36 | Refine Middle School Systems | <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action focuses on developing and refining the structures, systems, and policies necessary to ensure that Oxnard School District middle schools are well-positioned to support the California State Priorities. Through a collaborative, cross-role task force and partnerships with external organizations such as California Education Partners, the district is reviewing current grading practices, promotion criteria, schedules, and student support models. The goal is to create aligned, equitable, and developmentally appropriate systems that improve academic success, engagement, and readiness for high college and career. By aligning grading policies, promotion criteria, and support structures across the district, this action promotes coherence and reduces variability in student experience and outcomes. This systemic approach is essential to ensuring that English learners, foster youth, and low-income students have equitable access to rigorous instruction, clear expectations, and the academic and social-emotional supports needed to thrive in middle</p> | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------------|---|--------------|--------------|
| | | school and beyond. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2). | | |
| 5.37 | Required Accountability Templates | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Templates for required documents, including translations, such as the Local Control and Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA), Comprehensive Support and Improvement Plan (CSSP), and School Accountability Report Card (SARC), will be maintained. By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English. Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement (SP 5.3). | \$75,000.00 | Yes |
| 5.38 | Practi-Cal Medical Billing | The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Practi-Cal provides the district support with | \$255,192.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | <p>Medi-Cal billing. Employees providing direct services to students enter Medi-Cal billing reports which are sent to Practi-Cal for review. Costs are recovered through this program. This action will be monitored through the CA Dashboard Metrics (SP 5.6.2).</p> | | |
| 5.39 | Student Technology Access and Annual Refresh | <p>LREBG Action</p> <p>The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will integrate technology teaching and learning across the curriculum, empowering every student in grades TK-8 with essential technological competencies to thrive in the modern world. Additionally, the district will uphold its commitment to equity by maintaining a dedicated department at the district level to oversee the implementation of the 1:1 device program in all TK-8th grade classrooms. The Technology Services Technicians will serve as invaluable resources, providing educational technology support to unduplicated student groups, staff, and families across all 21 school sites. This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world. This action will be monitored through the CA Dashboard Metrics (SP 5.6.4).</p> <p>LREBG Funds Supporting this Action: \$8,649,373.85 per year through the 2026-27</p> | \$8,649,373.85 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 5.40 | Staff to Provide General Education Behavior Support | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action provides targeted behavioral and social-emotional learning (SEL) support through trained behaviorists and paraeducators who work alongside classroom teachers and support staff to address the diverse needs of students. Behaviorists and Paraeducators will assist in implementing positive behavior interventions, reinforcing SEL competencies, and creating supportive learning environments that promote student well-being, self-regulation, and positive peer interactions. By providing consistent, proactive support during both instructional and non-instructional times, this action helps reduce behavioral disruptions, improve student engagement, and foster a safe, inclusive school climate. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).</p> | \$0.00 | No |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$57,219,217 | \$7438902 |

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 |
|---|-----------------------------|-------------------------|---|
| 41.341% | 0.000% | \$0.00 | 41.341% |

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 |
|-------------------|--|--|--|
| 1.5 | <p>Action: Implementation and Expansion of Biliteracy</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing</p> | The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved | State Metrics and Assessments English Language Proficiency State Assessment Reclassification Rates |

| 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>resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students.</p> | |
| <p>1.8</p> | <p>Action: Learning Management System</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments.</p> | <p>State Metrics and Assessments</p> |
| <p>1.9</p> | <p>Action: Data Management Systems</p> | <p>This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data</p> | <p>State Metrics and Assessments</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>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>management systems including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately monitor student progress and inform instructional actions, including intervention and enrichment.</p> | |
| 1.12 | <p>Action: Alignment of State Standards and Local Assessments</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing</p> | <p>Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement. When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and</p> | State Metrics and Assessments |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | <p>resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>data-driven instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps.</p> | |
| <p>1.13</p> | <p>Action: Vertical and Horizontal Planning and Communication</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey.</p> | <p>State Metrics and Assessments</p> |
| <p>1.14</p> | <p>Action: Project Based Learning</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,</p> | <p>Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL accommodates diverse learning styles, making education more accessible and meaningful for English learners, low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century</p> | <p>State Metrics and Assessments</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 |
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| | <p>aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence.</p> | |
| <p>1.15</p> | <p>Action: Interdisciplinary Units</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Interdisciplinary units are essential for supporting the district's student profile. For unduplicated groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances.</p> | <p>State Metrics and Assessments</p> |
| <p>1.16</p> | <p>Action: Universal Design for Learning</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,</p> | <p>Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district. This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the curriculum effectively. Through UDL strategies, educators can provide personalized support, offer</p> | <p>State Metrics and Assessments</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>aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success.</p> | |
| 1.17 | <p>Action: Implementation of Essential Pedagogical Principles</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By integrating a holistic approach that encompasses recognizing and amplifying strengths, affirming identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all.</p> | State Metrics and Assessments |
| 1.18 | <p>Action: Implementation of the CA Frameworks</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data,</p> | <p>Focusing specifically on unduplicated student groups, the implementation of the California Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources.</p> | State Metrics and Assessments |

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| | <p>aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| <p>1.19</p> | <p>Action: Professional Learning Communities</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>The framework of professional learning communities (PLCs) significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of all students, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups. PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated students to succeed academically.</p> | <p>State Metrics and Assessments</p> |
| <p>1.20</p> | <p>Action: Developing Multilingualism</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.</p> | <p>By implementing initiatives to promote multilingualism, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity.</p> | <p>State Metrics and Assessments</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 |
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| | <p>This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| <p>1.21</p> | <p>Action: Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential.</p> | <p>Reclassification Rates English Learner Proficiency/ELPAC</p> |
| <p>2.4</p> | <p>Action: Mathematics Intervention: Math Labs</p> | <p>Math Labs provide targeted instruction and support to unduplicated student groups who</p> | <p>CA Dashboard: Mathematics</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into our Tier 2 intervention framework, we aim to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational math skills necessary for future success in college, career, and life.</p> | |
| 2.5 | <p>Action: Interventions: Tier III and Special Education</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Specialized interventions and materials are meticulously designed to cater to unduplicated student groups in need of additional support.</p> | CA Dashboard Metrics |
| 2.7 | <p>Action: Alternative Disciplinary Approaches</p> | <p>Recognizing the profound and lasting effects of school expulsion on unduplicated student groups, the Oxnard School District is committed to</p> | Panorama Survey CA Dashboard: Suspension Rate |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>implementing alternative disciplinary approaches that prioritize support, intervention, and rehabilitation. In response, the district offers a range of proactive measures aimed at addressing behavioral issues effectively while fostering a supportive and inclusive learning environment, including Opportunity Classes for grades 6-8 at the Comprehensive Middle Schools. By providing academic and social-emotional support and prioritizing intervention and rehabilitation over punitive measures, the district intends to create a conducive environment where unduplicated student groups feel valued, supported, and empowered to overcome challenges and succeed both academically and personally.</p> | <p>School Attendance Rate Middle School Dropout Rates Pupil Expulsion Rates.</p> |
| 2.8 | <p>Action: Social Emotional Development Supports: Panorama</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Tiered social/emotional supports provide a comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture.</p> | <p>Panorama Surveys</p> |
| 2.10 | <p>Action: Literacy Intervention Teachers</p> | <p>Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS</p> | <p>CA Dashboard: Mathematics</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices.</p> | <p>CA Dashboard: ELA CA Dashboard: Science</p> |
| <p>2.11</p> | <p>Action: Intervention: Middle School</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health</p> | <p>Implementing Tier 2 Interventions for unduplicated student groups in need at middle schools is a vital component of the district's commitment to equity and student success. By providing targeted support beyond core instruction, the district ensures that all unduplicated student groups have access to the resources and assistance they need to thrive academically and socio-emotionally. This action not only acknowledges the diverse needs of the district's student population but also removes barriers to access. This action aligns with the district's multi-tiered system of support (MTSS) framework. Through these additional, focused, and targeted interventions, the district aims to foster a supportive and inclusive learning environment where all unduplicated student groups can reach their full potential.</p> | <p>Mathematics CA Dashboard Science CA Dashboard English Language Arts CA Dashboard</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 |
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| | <p>services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 2.12 | <p>Action: Interventions: English Language Development</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their academic success and overall development. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole.</p> | CA Dashboard: EL Progress |
| 2.13 | <p>Action: Universal Screening: Gifted and Talented</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing</p> | <p>This action aims to ensure equitable access to gifted and talented programs for all unduplicated student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning</p> | <p>CA Dashboard: Mathematics CA Dashboard: Science CA Dashboard: ELA</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 |
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| | <p>resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 2.16 | <p>Action: Attendance Technicians</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Attendance Technicians will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having dedicated staff members focused on attendance, the district aims to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic outcomes and overall student success.</p> | <p>CA Dashboard: Chronic Absenteeism School Attendance Rate</p> |
| 2.19 | <p>Action: Expansion of Learning Opportunities</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This</p> | <p>Expanded Learning Opportunities during out-of-school time offer a valuable supplement to students' instructional programs rather than replacing them. This action aims to provide students with additional time in school, where adults will offer academic support, social and emotional support, as well as enrichment and intervention opportunities. These supports include access to counselors, arts programs, field trips, and more. The goal is to extend the school day to nine hours, incorporating before and after-school activities.</p> | <p>California Dashboard Metrics</p> |

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| | <p>action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 2.25 | <p>Action: Positive Behavior Supports (PBIS)</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The action supports the implementation of district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups.</p> <p>Scope:</p> | Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral challenges and provide targeted interventions to promote positive behavior and academic success. | CA Dashboard: Suspension Rate CA Dashboard: Chronic Absenteeism School Attendance Rate Middle School Dropout Rates Pupil Expulsion Rates |

| 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 |
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| | LEA-wide | | |
| 2.26 | <p>Action: Safe Learning Environments</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential | Panorama Survey |
| 2.27 | <p>Action: School Resource Officers</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope:</p> | By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential | Panorama 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 |
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| | LEA-wide | | |
| 2.30 | <p>Action: Transportation for General Education, Homeless and Foster Youth</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Transportation facilitates access to enrichment programs, extracurricular activities, and support services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically and socially despite their housing instability or foster placement.</p> | <p>CA Dashboard: Chronic Absenteeism School Attendance Rate Middle School Dropout Rates</p> |
| 2.31 | <p>Action: Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> | <p>Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success.</p> | <p>Panorama Survey</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 |
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| | <p>Scope: LEA-wide</p> | | |
| <p>2.34</p> | <p>Action: Facilities/Deferred Maintenance</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By maintaining 21st-century schools with modern facilities and resources, the Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning.</p> | <p>CA Dashboard Metrics Panoramy Survey</p> |
| <p>2.38</p> | <p>Action: Gifted and Talented Education (GATE)</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding,</p> | <p>This action will support the allocation of resources necessary to effectively implement the district's established GATE (Gifted and Talented Education) program, including within-school cluster models, to ensure the needs of all GATE-identified students are met, particularly those who are dually identified as members of unduplicated student groups.</p> | <p>CA Dashboard Metrics Panorama Survey</p> |

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| | <p>access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 3.1 | <p>Action: Developing Human Capital: PD for Strategic Plan Recommendations</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes</p> | <p>Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students</p> |
| 3.2 | <p>Action: Teachers on Special Assignment/Content Specialists</p> <p>Need:</p> | <p>Teachers on Special Assignment (TOSAs)collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific subject areas,</p> | <p>Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students</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 |
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| | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners</p> | <p>Physical Fitness Test</p> |
| <p>3.5</p> | <p>Action: Professional Learning for Educational Leaders</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>School leaders bear the responsibility of instituting equitable practices within our schools, ensuring the adoption of high-impact instructional methodologies. A critical component of a school leader's success lies in their ability to drive teaching and learning outcomes by establishing clear expectations regarding learning practices within the school community. This entails fostering a culture where organizational values and behaviors are unequivocally aligned with the overarching goal of enhancing student success. To equip school leaders for this pivotal role, targeted professional development is imperative, focusing on key areas including the development of instructional equity to promote student success, data-driven decision-making processes, fostering inclusive school cultures through an equity lens, implementing Universal Design for Learning practices, and integrating Multi-Tiered Systems of Support (MTSS). This action is primarily aimed at addressing the specific needs of unduplicated student groups, ensuring that every student within the district has equitable access to quality</p> | <p>STAR 360 Assessment Pathway Towards Biliteracy Percentage of Eligible Students CA Physical Fitness Test</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 |
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| | | education and opportunities for academic advancement. | |
| 3.6 | <p>Action: Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional development ensures a cohesive and supportive learning environment, ultimately leading to improved academic performance and the closing of achievement gaps for unduplicated student groups. | Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test |
| 3.8 | <p>Action: Professional Learning for Teachers: Biliteracy</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope:</p> | Providing professional development supports the academic achievement of unduplicated student groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices. | Panorama: Staff Survey STAR 360 Spanish Pathway Towards Biliteracy Percentage of Eligible Students |

| 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 |
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| | LEA-wide | | |
| 3.9 | <p>Action: Professional Learning: Mathematics</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student outcomes. | Panorama: Staff Survey STAR 360 Mathematics |
| 3.10 | <p>Action: Professional Learning for Teachers: Middle School Content Specific</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding,</p> | The initiative aims to enhance the instructional practices and content knowledge of educators within our middle schools. Through focused professional learning and coaching, teachers delve into the California frameworks specific to each content area, gaining a comprehensive understanding of the standards and expectations outlined. Moreover, educators will engage in a deep dive into standards and high-leverage practices supporting academic shifts, closely aligning with the implementation of the district's strategic plan. By investing in the professional development of the district's middle school teachers, the district reinforces its commitment to academic excellence, ensuring that every student receives a rigorous and enriching educational | Staff Panorama Survey Local Indicator Metrics Pathway Towards Biliteracy Percentage of Eligible Students |

| 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 |
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| | <p>access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>experience that prepares them for success in school and beyond.</p> | |
| <p>3.12</p> | <p>Action: Professional Learning: Health Education</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Providing comprehensive health education, including Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement.</p> | <p>Panorama: Staff Survey</p> |
| <p>3.13</p> | <p>Action: Professional Learning: Transitional Kindergarten</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90</p> | <p>This action will encompass all new UTK instructional mandates, such as Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Emphasizing the significance of these initiatives, the professional development will also delve into Developmentally Appropriate</p> | <p>Staff Panorama Survey STAR 360 Early Literacy Assessments</p> |

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| | <p>percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Instructional Practices tailored to the delivery of the current District-adopted TK curriculum. By equipping educators with these tools and insights, the district aims to enhance teaching efficacy and promote optimal learning experiences for young unduplicated student groups, fostering their holistic development and academic success.</p> | |
| <p>3.14</p> | <p>Action: Professional Learning: Gifted and Talented Education</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> | <p>This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups</p> | <p>Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments</p> |

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| | <p>Scope: LEA-wide</p> | | |
| <p>3.15</p> | <p>Action: Training and Professional Learning: STAR/myOn</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>This action aims to equip teachers with the necessary skills and knowledge to leverage the diverse features and resources offered by STAR/myON thereby enhancing student engagement and academic growth</p> | <p>Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments</p> |
| <p>3.16</p> | <p>Action: Professional Learning: Cultural Proficiency and Focus on Equitable Practices</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning</p> | <p>Recognizing the critical link between cultural proficiency and academic achievement, the district will bolster its efforts in supporting cultural proficiency and focusing on equitable practices. This entails prioritizing the enhancement of teacher and leadership capacity through various professional development opportunities, such as webinars, workshops, literature review/book studies, and summer PD sessions. This action aims to equip staff with the necessary skills and knowledge to create inclusive learning environments that support the academic success of all students, particularly unduplicated student groups.</p> | <p>Staff Panorama Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliiteracy Percentage of Eligible Students</p> |

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| | <p>with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 3.17 | <p>Action: Professional Learning: Planning for Access and Equity/Orenda</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> | <p>Recognizing the critical link between equity and academic success, a study conducted by Orenda Education in the Spring of 2024 identified areas for improvement in promoting equity within the district. The findings from this study will inform professional learning opportunities for practitioners aimed at enhancing their cultural competency and enabling the implementation of culturally responsive teaching practices. Orenda Education will provide guidance, support, and professional development for identified school teams, including teachers, TOSAs, as well as central office and site leaders. This comprehensive support system is crucial for fostering an inclusive and supportive learning environment, ultimately enhancing academic success for all students within the district.</p> | <p>Staff Panorama Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students</p> |

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| | <p>Scope: LEA-wide</p> | | |
| <p>3.18</p> | <p>Action: CSI Support for Fremont Academy</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Fremont Academy has been designated as a Comprehensive Support and Improvement (CSI) school due to its performance levels on 4 out of the 5 indicators on the California Dashboard: Chronic Absenteeism (very high), Suspension Rate (very high), and Academics (very low for both ELA and Math). Under the Every Student Succeeds Act (ESSA), Section 1003 allocates funding to schools for CSI strategies and activities directly linked to school improvement efforts. These include capacity building, plan development and implementation, needs assessments, root cause analysis, identification and development of evidence-based interventions, and using data for improvement efforts. To address the contributing factors to this performance and to meet the requirements for CSI funding, OSD will engage Orenda Education. They will provide guidance, support, and professional development for Fremont's school team to establish and refine systems and practices rooted in equity, driven by data, and sustained through collaborative learning.</p> | <p>This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments.</p> |
| <p>3.19</p> | <p>Action: Professional Learning: Restorative Practices</p> <p>Need:</p> | <p>By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a</p> | <p>Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics</p> |

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| | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>positive school climate and academic achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success.</p> | |
| <p>3.20</p> | <p>Action: Professional Learning: Counselors</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By equipping school counselors with the necessary skills and knowledge, the district ensures it can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students.</p> | <p>Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics</p> |
| <p>3.21</p> | <p>Action: Professional Learning and Wellness for Staff</p> <p>Need:</p> | <p>The Professional Growth for OSSA members, including nurses, counselors, speech pathologists, program specialists, behaviorists, and psychologists, plays a pivotal role in this effort. This action primarily targets meeting the needs of</p> | <p>Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics</p> |

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| | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>unduplicated student groups and all students alike, acknowledging the necessity of comprehensive support across all demographics for effective implementation.</p> | |
| <p>3.22</p> | <p>Action: Professional Learning for Outreach Consultants (ORCs)</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> | <p>This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).</p> | <p>Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics</p> |

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| | <p>Scope: LEA-wide</p> | | |
| <p>3.23</p> | <p>Action: Training and Professional Learning for Substitute Teachers</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently.</p> | <p>Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliiteracy Percentage of Eligible Students Physical Fitness Test</p> |
| <p>3.24</p> | <p>Action: Training and Professional Learning for Classified Staff</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing</p> | <p>By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving student success and fostering a supportive educational environment.</p> | <p>Panorama: Staff Survey Local Indicator Metrics</p> |

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| | <p>resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 3.27 | <p>Action: Training and Professional Learning: Data Management Systems</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success.</p> | <p>Panorama: Staff Survey Local Indicator Metrics</p> |
| 3.28 | <p>Action: Training and Professional Learning: Communication Platforms</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data,</p> | <p>By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support.</p> | <p>Panorama: Staff Survey</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 |
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| | <p>aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| <p>3.29</p> | <p>Action: Future Administrators Academy</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>In alignment with our commitment to fostering effective school leadership and professional development, the district allocates funding to support the district's Administrators Academy. By investing in this action, the district demonstrates its commitment to cultivating a pipeline of skilled and effective school leaders who are equipped to drive positive change and enhance student outcomes in the Oxnard School District.</p> | <p>Panorama Staff Survey</p> |
| <p>3.32</p> | <p>Action: Review/Redesign Report Cards</p> | <p>The redesigned report cards will provide parents with comprehensive insights into their child's</p> | <p>Panorama: Family Survey Local Indicator Metrics</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>academic growth, including proficiency in key competencies aligned with the Student Profile. Through this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success.</p> | <p>STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students</p> |
| <p>3.35</p> | <p>Action: Textbook Adoptions</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs.</p> | <p>Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students</p> |
| <p>3.36</p> | <p>Action: Additional Teachers Above Base Staffing</p> | <p>By ensuring lower ratios, unduplicated student groups can benefit from a more individualized</p> | <p>Local Indicator Metrics STAR 360 Assessments</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>learning experience, which can contribute to academic success and overall well-being.</p> | <p>Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test</p> |
| <p>3.37</p> | <p>Action: Maintain 24:1 TK- 3rd Grade Average</p> <p>Need: The Oxnard School District's unduplicated student groups, which represent more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining smaller class sizes reflects the district's commitment to student success and academic achievement.</p> | <p>Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students</p> |
| <p>3.38</p> | <p>Action: School Site Allocations to be Prioritized by School Site Council</p> | <p>Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups.</p> | <p>Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | <p>Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test</p> |
| <p>3.39</p> | <p>Action: Above Base/ Assistant Principals</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school cultures, and implementing strategies to elevate academic standards. Through this strategic investment, the district reinforces its commitment to facilitating the success of our schools and empowering them to reach their full potential as centers of excellence in education.</p> | <p>Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test</p> |
| <p>3.40</p> | <p>Action: Teacher Substitutes/ Site Assigned/</p> <p>Need:</p> | <p>By ensuring classroom coverage, the district demonstrates its commitment to delivering quality education across all schools in the district</p> | <p>Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics</p> |

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| | <p>The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | <p>STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test</p> |
| <p>3.41</p> | <p>Action: Supplemental Instructional Materials</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery.</p> | <p>Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test</p> |
| <p>4.1</p> | <p>Action: Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement</p> | <p>To mitigate this, the district aims to enhance parent capacity, empowerment, and advocacy, thereby positively impacting student academic and social-emotional development. Recognizing the crucial role of parental involvement in academic</p> | <p>Family Panorama Survey</p> |

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| | <p>committees, DELAC, Parent Education and Support</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>success, this initiative seeks to strengthen collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, Asian American Pacific Islander Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. These proactive measures are pivotal in fostering increased student performance on state and local assessments.</p> | |
| 4.2 | <p>Action: Equitable Access for Participation (Zoom)</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district</p> | <p>To mitigate this and enhance the engagement of families of unduplicated student groups, the district will provide accessibility to Zoom, a video conferencing platform, to improve communication. Through Zoom, the district will offer webinars and support instructional activities, fostering a stronger connection between parents, students, and educators. This increased engagement is crucial for academic achievement, as it allows for more effective communication and collaboration</p> | Family Panorama Survey |

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| | <p>include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>between all community partners involved in a student's education. Additionally, by providing access to instructional support and resources through Zoom, the district ensures students from unduplicated student groups receive the necessary assistance to improve their academic performance. This action facilitates access for families who are unable to physically attend school sites or leave work for meetings, thus removing barriers to parental involvement and promoting a supportive learning environment conducive to academic success</p> | |
| <p>4.3</p> | <p>Action: Family Resource Center</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being.</p> | <p>Panorama: Family Survey</p> |
| <p>4.4</p> | <p>Action: Enrollment Center</p> | <p>The enrollment center's comprehensive services support the academic achievement of</p> | <p>Panorama: Family Survey</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting a smoother transition into the school system and setting a strong foundation for future learning.</p> | |
| <p>4.5</p> | <p>Action: Family Wrokshops: Diversity, Equity, and Inclusion</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Research consistently shows that a positive and inclusive school culture correlates with improved academic performance. Therefore, by strengthening partnerships between parents and the school, promoting equity, and advancing social justice, this action lays a foundation for enhanced academic success among all students.</p> | <p>Panorama: Family Survey</p> |
| <p>4.6</p> | <p>Action: Parent/Teacher Teams</p> | <p>By implementing Parent/Teacher Teams, the district aims to strengthen the home-school</p> | <p>Panorama: Family Survey</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>partnership, promote sustained parent engagement, and improve academic outcomes for all unduplicated student groups.</p> | |
| <p>4.9</p> | <p>Action: Transition to High School- Parent Workshops</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information but also empower parents to actively support their children's academic journey. By equipping parents with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success.</p> | <p>Panorama: Family Survey</p> |
| <p>4.11</p> | <p>Action: Parent Support Liaison</p> | <p>The Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may</p> | <p>Panorama: Family Survey</p> |

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| | <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being.</p> | |
| 5.1 | <p>Action: Oxnard Empowers - Implementation of Strategic Plan</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>This action supports the academic achievement of unduplicated student groups by implementing a strategic plan that provides equitable resources and high-level learning opportunities, preparing them for success in a global 21st-century environment.</p> | CA Dashboard Metrics |
| 5.3 | <p>Action: Resources: Superintendent</p> | <p>Acknowledging the pivotal role the Superintendent plays in steering the district towards its goals and cultivating a culture of excellence, this action is</p> | CA Dashboard Metrics |

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| | <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>designed to provide ongoing learning and skill enhancement opportunities. Encompassing a broad spectrum of topics crucial to leadership responsibilities. The professional learning activities for the Superintendent include educational leadership and vision, strategic planning and implementation, instructional leadership, organizational management and governance, and equity, diversity, and inclusion. By engaging in continuous professional learning, the Superintendent is empowered to lead with foresight, integrity, and efficacy, driving positive change and sustainable improvement within the Oxnard School District. Ultimately, this initiative is pivotal in advancing the district's educational mission and meeting the diverse needs of its unduplicated student groups, staff, and community.</p> | |
| 5.4 | <p>Action: Professional Learning: Three District Days</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> | <p>The district will allocate three additional professional development days to staff. These days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The overarching aim is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards.</p> | CA Dashboard Metrics |

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| | <p>Scope: LEA-wide</p> | | |
| <p>5.5</p> | <p>Action: District Wide Banking of Minutes</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>The district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the California State. During this dedicated hour, staff will engage in focused collaborative instructional planning.</p> | <p>CA Dashboard Metrics</p> |
| <p>5.6</p> | <p>Action: New Teacher Institute</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource</p> | <p>The New Teacher Institute offers essential information and resources to teachers new to the district, supporting them both in instruction and as employees. Specialized training is provided to Special Education and Biliteracy Teachers. The district will offer full days of training before the start of the school year and additional full days and after-school sessions for follow-up throughout the school year.</p> | <p>CA Dashboard Metrics</p> |

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| | <p>inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| <p>5.7</p> | <p>Action: Institute for New Administrators</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By providing new administrators with comprehensive information and resources, this initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to academic success for all students.</p> | <p>CA Dashboard Metrics</p> |
| <p>5.11</p> | <p>Action: Collaboration Opportunities: Biliteracy</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90</p> | <p>Through this collaboration, teachers receive tailored guidance and support to effectively implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the</p> | <p>CA Dashboard Metrics</p> |

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| | <p>percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment.</p> | |
| <p>5.12</p> | <p>Action: Collaboration Opportunities: Middle School</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Middle school collaboration provides an opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction.</p> | <p>CA Dashboard Metrics</p> |
| <p>5.14</p> | <p>Action: Employee Onboarding</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, includes</p> | <p>This action aims to ensure that new hires to the district receive comprehensive guidance on district policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to</p> | <p>CA Dashboard Metrics</p> |

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| | <p>some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement (SP 5.4.4).</p> | |
| <p>5.15</p> | <p>Action: Educational Services: Management and Support Staff</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope:</p> | <p>To advance the objectives and aspirations of the District, it is imperative to strengthen the Educational Services Department with proficient Central Office Staff. These professionals will collaborate closely with school leaders, teachers, and stakeholders to ensure alignment with district goals and standards. Their expertise will not only support current initiatives but also pave the way for innovative approaches to teaching and learning. Enhancing the Educational Services Department with skilled Central Office Staff is crucial for providing the necessary support and expertise to foster innovative teaching approaches, thereby improving the academic performance of unduplicated student groups.</p> | <p>CA Dashboard Metrics</p> |

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| | LEA-wide | | |
| 5.16 | <p>Action: Manager of Equity, Family and Community</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing achievement gaps. | CA Dashboard Metrics |
| 5.17 | <p>Action: Director of Pupil Services</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope:</p> | By providing leadership, guidance, and resources, the Director of Pupil Services ensures that unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally. | CA Dashboard Metrics |

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| | LEA-wide | | |
| 5.18 | <p>Action: Counselors</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community. | CA Dashboard Metrics |
| 5.19 | <p>Action: District Family and Community Liaison</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope:</p> | The Family Resource Center offers parents opportunities to participate in professional learning across various areas, thereby enhancing their ability to support their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success. | CA Dashboard Metrics |

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| | LEA-wide | | |
| 5.20 | <p>Action: Outreach Specialists</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district.</p> | CA Dashboard Metrics |
| 5.22 | <p>Action: Healthy Start Social Workers</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date</p> | <p>The district collaborates with the County to deploy social workers at four school sites, offering vital support to unduplicated student groups and families. These social workers engage in collaborative efforts with administrators, counselors, ORCs, and Family Liaisons, providing comprehensive assistance to families within their home school and surrounding schools. This action is crucial for the academic achievement of unduplicated student groups, as it provides vital support and comprehensive assistance to families, addressing resource inequities.</p> | CA Dashboard Metrics |

| 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>educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 5.23 | <p>Action: Health Assistants and/or Health Care Technicians (LVNs)</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Working collaboratively with school nurses and other healthcare providers, the health assistants and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students.</p> | CA Dashboard Metrics |
| 5.24 | <p>Action: Campus Assistants/Supervisors</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include</p> | <p>By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school</p> | CA Dashboard Metrics |

| 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>some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>environment where unduplicated student groups can thrive both academically and emotionally.</p> | |
| <p>5.25</p> | <p>Action: Recruitment, Selection and Retention of Human Capital</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities.</p> | <p>CA Dashboard Metrics</p> |
| <p>5.26</p> | <p>Action: Recruitment: Classified Positions</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include</p> | <p>Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community.</p> | <p>CA Dashboard Metrics</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>some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | | |
| 5.27 | <p>Action: Transitional Kindergarten Paraeducators</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall development.</p> | CA Dashboard Metrics |
| 5.28 | <p>Action: Kindergarten Paraeducators</p> <p>Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations</p> | <p>Paraeducators play a crucial support role in kindergarten classrooms, providing invaluable assistance to teachers and enhancing the overall learning experience for unduplicated student groups. Their responsibilities encompass a wide range of tasks aimed at promoting student success and creating a positive classroom environment. They may assist unduplicated</p> | CA Dashboard Metrics |

| 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>on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>student groups with completing assignments, practicing literacy and numeracy skills, and engaging in educational activities. Furthermore, paraeducators collaborate closely with teachers to implement instructional strategies, adapt materials to meet student needs and collect data on student progress. By serving as trusted allies and support systems in kindergarten classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.</p> | |
| <p>5.29</p> | <p>Action: General Education Paraeducators</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.</p> | <p>CA Dashboard Metrics</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>5.30</p> | <p>Action: Opportunity Program Paraeducators</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.</p> | <p>CA Dashboard Metrics</p> |
| <p>5.31</p> | <p>Action: District Nurses</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>District Nurses play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success.</p> | <p>CA Dashboard Metrics</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 |
|-------------------|---|---|------------------------------------|
| 5.32 | <p>Action: Communication Platforms</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement. | CA Dashboard Metrics |
| 5.33 | <p>Action: Internal Communication Systems</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. | CA Dashboard Metrics |

| 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>5.34</p> | <p>Action: Communications from Central Office</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By prioritizing communication, the superintendent's office reinforces the district's commitment to collaboration, accountability, and student-centered practices, fostering a cohesive and supportive educational community poised for success.</p> | <p>CA Dashboard Metrics</p> |
| <p>5.37</p> | <p>Action: Required Accountability Templates</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | <p>By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English. Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement.</p> | <p>CA Dashboard Metrics</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 |
|-------------------|---|---|------------------------------------|
| 5.39 | <p>Action: Student Technology Access and Annual Refresh</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: LEA-wide</p> | This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world. | CA Dashboard Metrics |

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 |
|-------------------|--|--|------------------------------------|
| 4.12 | <p>Action: Translators/ Interpreters: Mixteco</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student</p> | By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational | Panorama: Family Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive to academic achievement.</p> | |
| 4.13 | <p>Action: Translators/ Interpreters: Spanish</p> <p>Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement.</p> | Panorama: Family Survey |

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

NA

Additional Concentration Grant Funding

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

The Oxnard School District will use additional Concentration Grant Add-On funding to expand staffing for direct services at schools where unduplicated students (foster youth, English learners, and low-income students) make up over 55% of the enrollment. Specific actions in the LCAP include hiring additional teachers above base staffing (Goal 3, Action 36) levels to reduce class sizes. The district has also employed Literacy Intervention Teachers (Goal 2, Action 10) at all elementary and K-8 schools to provide targeted literacy support as part of Tier 2 interventions. Additionally, the district is ensuring the retention of Outreach Specialists (Goal 5, Action 20) at all schools to enhance family engagement and student support services. Moreover, the district has ensured that every school has at least one counselor (Goal 5, Action 18) to support students' socio-emotional needs and academic success. To further address staffing shortages, the district has continued its substitute teacher and classified employee incentive program (Goal 5, Action 25) to maintain adequate staffing levels. Through these actions, the Oxnard School District will strategically increase certificated and classified staffing to offer more individualized instruction, intervention, and support services for unduplicated students. The district will monitor the impact through student achievement data, school climate surveys, and family engagement metrics.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|--|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | 6-8 (Classified Student to Staff Ratio = 28:1) K-8 (Classified Student to Staff Ratio = 36:1) K-5 (Classified Student to Staff Ratio = 23:1) |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 6-8 (Certificated Student to Staff Ratio = 15:1) K-8 (Certificated Student to Staff Ratio = 25:1) K-5 (Certificated Student to Staff Ratio = 17:1) |

2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | 138,409,060 | 57,219,217 | 41.341% | 0.000% | 41.341% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|----------------|-----------------|------------------|-----------------|---------------------|
| Totals | \$60,714,352.70 | \$59,403,037.92 | \$9,352,208.29 | \$23,583,500.97 | \$153,053,099.88 | \$78,673,677.27 | \$74,379,422.61 |

| 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 | Academic Incentives and Recognitions | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$89,000.00 | | | \$89,000.00 | | \$89,000.00 | |
| 1 | 1.2 | Youth Cinema Project | All | No | | | Specific Schools: Chavez and Lopez Academy of Arts and Science | July 2024 - June 2027 | \$0.00 | \$223,122.81 | | \$109,000.00 | | \$114,122.81 | \$223,122.81 | |
| 1 | 1.3 | Expansion of the Arts | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$481,291.83 | | \$481,291.83 | | | \$481,291.83 | |
| 1 | 1.4 | Teachers for the Arts | All | No | | | All Schools | July 2024 - June 2027 | \$3,954,302.57 | \$0.00 | | \$3,954,302.57 | | | \$3,954,302.57 | |
| 1 | 1.5 | Implementation and Expansion of Biliteracy | English Learners | Yes | LEA-wide | English Learners | Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8 | July 2024 - June 2027 | \$0.00 | \$57,500.00 | \$57,500.00 | | | | \$57,500.00 | |
| 1 | 1.6 | Expand Primary Language Classroom and Site Libraries | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$60,000.00 | \$0.00 | | \$60,000.00 | | \$60,000.00 | |

| 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 | Renaissance Software | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 1 | 1.8 | Learning Management System | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$116,800.00 | \$116,800.00 | | | | \$116,800.00 | |
| 1 | 1.9 | Data Management Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$15,290.00 | \$322,395.00 | \$225,000.00 | \$7,645.00 | | \$105,040.00 | \$337,685.00 | |
| 1 | 1.10 | Portfolio Management System: Transitional Kindergarten | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$66,680.00 | \$0.00 | | | \$66,680.00 | \$66,680.00 | |
| 1 | 1.11 | Implementation of Grade-Level Standards | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$146,000.00 | \$0.00 | | | \$146,000.00 | \$146,000.00 | |
| 1 | 1.12 | Alignment of State Standards and Local Assessments | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 1 | 1.13 | Vertical and Horizontal Planning and Communication | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 1 | 1.14 | Project Based Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 1 | 1.15 | Interdisciplinary Units | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$10,000.00 | \$10,000.00 | | | | \$10,000.00 | |
| 1 | 1.16 | Universal Design for Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 1 | 1.17 | Implementation of Essential Pedagogical Principles | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 1 | 1.18 | Implementation of the CA Frameworks | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |

| 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 | 1.19 | Professional Learning Communities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 1 | 1.20 | Developing Multilingualism | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 1 | 1.21 | Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan | English Learners | Yes | LEA-wide | English Learners | All Schools | | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 1 | 1.22 | Implementation of Oxnard EMPOWERS/OSDs Master Plan | All | No | | | All Schools | | \$0.00 | \$20,000.00 | | | | \$20,000.00 | \$20,000.00 | |
| 2 | 2.1 | English Literacy Intervention: Lexia | All | No | | | | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 2 | 2.2 | Spanish Literacy Intervention: iStation-District Licenses | All | No | | | | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 2 | 2.3 | Mathematics Intervention: IXL | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$75,000.00 | \$0.00 | | | \$75,000.00 | \$75,000.00 | |
| 2 | 2.4 | Mathematics Intervention: Math Labs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$15,000.00 | \$15,000.00 | | | | \$15,000.00 | |
| 2 | 2.5 | Interventions: Tier III and Special Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$1,157,153.25 | \$11,176,456.89 | \$1,157,153.25 | \$10,982,842.89 | \$28,750.00 | \$164,864.00 | \$12,333,610.14 | |
| 2 | 2.6 | Tier III and Specialized Support | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$913,450.73 | | \$913,450.73 | \$0.00 | | \$913,450.73 | |
| 2 | 2.7 | Alternative Disciplinary Approaches | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$5,000.00 | \$0.00 | | | \$5,000.00 | |
| 2 | 2.8 | Social Emotional Development Supports: Panorama | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$496,205.00 | \$50,205.00 | \$1,000.00 | \$325,000.00 | \$120,000.00 | \$496,205.00 | |
| 2 | 2.9 | Tutoring | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$200,000.00 | | \$200,000.00 | | | \$200,000.00 | |
| 2 | 2.10 | Literacy Intervention Teachers | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | July 2024 - June 2027 | \$2,819,061.08 | \$1,100.00 | \$1,100.00 | \$2,819,061.08 | | | \$2,820,161.08 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|---|-----------------------|-----------------|---------------------|----------------|-------------------|--------------|----------------|-----------------|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| 2 | 2.11 | Intervention: Middle School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$20,000.00 | \$0.00 | \$0.00 | \$0.00 | \$20,000.00 | |
| 2 | 2.12 | Interventions: English Language Development | English Learners | Yes | LEA-wide | English Learners | All Schools | July 2024 - June 2027 | \$0.00 | \$150,000.00 | \$150,000.00 | | | | \$150,000.00 | |
| 2 | 2.13 | Universal Screening: Gifted and Talented | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$6,116.05 | \$19,000.00 | \$15,000.00 | | \$10,116.05 | | \$25,116.05 | |
| 2 | 2.14 | Migrant Education Program (MEP) | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$19,032.21 | | | \$19,032.21 | | \$19,032.21 | |
| 2 | 2.15 | Newcomer Academy | All | No | | | Specific Schools: Frank Academy of Marine Science and Engineering, Lemonwood Grades 3-8 | July 2024 - June 2027 | \$0.00 | \$20,365.00 | | | | \$20,365.00 | \$20,365.00 | |
| 2 | 2.16 | Attendance Technicians | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$2,135,405.09 | \$0.00 | \$2,001,038.32 | | \$134,366.77 | | \$2,135,405.09 | |
| 2 | 2.17 | School Attendance Review Board (SARB) | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$16,500.00 | | | \$1,000.00 | \$15,500.00 | \$16,500.00 | |
| 2 | 2.18 | Expanded Summer Learning | All | No | | | All Schools | July 2024 - June 2027 | \$1,750,587.52 | \$831,100.00 | | \$2,581,687.52 | | \$0.00 | \$2,581,687.52 | |
| 2 | 2.19 | Expansion of Learning Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$10,028,108.02 | \$20,195,016.08 | \$5,000.00 | \$30,218,124.10 | | | \$30,223,124.10 | |
| 2 | 2.20 | Library/Media Technicians | All | No | | | All Schools | July 2024 - June 2027 | \$1,063,734.00 | \$10,600.00 | | | | \$1,074,334.00 | \$1,074,334.00 | |
| 2 | 2.21 | Maintain Diverse School Libraries | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$151,000.00 | | | | \$151,000.00 | \$151,000.00 | |

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|--------|----------|--|--|---|----------|--|--|-----------------------|-----------------|---------------------|----------------|-------------------|-------------|-----------------|-----------------|---|
| 2 | 2.22 | AVID Implementation | All | No | | | All Schools Specific Schools: K-8 Schools, Comprhensive 6-8 Schools Grades 6-8 | July 2024 - June 2027 | \$0.00 | \$206,612.00 | | | | \$206,612.00 | \$206,612.00 | |
| 2 | 2.23 | Annual Parent Rights Notification | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$3,000.00 | \$0.00 | | \$3,000.00 | | \$3,000.00 | |
| 2 | 2.24 | Restorative Practices | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 2 | 2.25 | Positive Behavior Supports (PBIS) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$91,740.75 | \$153,000.00 | \$219,740.75 | | \$25,000.00 | | \$244,740.75 | |
| 2 | 2.26 | Safe Learning Environments | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$143,000.00 | \$143,000.00 | | | | \$143,000.00 | |
| 2 | 2.27 | School Resource Officers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$235,851.00 | \$235,851.00 | | | | \$235,851.00 | |
| 2 | 2.28 | School Safety Plans | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 2 | 2.29 | Student Assemblies: Social Media and Positive Interactions | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$230,000.00 | \$0.00 | | | \$230,000.00 | \$230,000.00 | |
| 2 | 2.30 | Transportation for General Education, Homeless and Foster Youth | Foster Youth | Yes | LEA-wide | Foster Youth | All Schools | July 2024 - June 2027 | \$2,014,137.31 | \$6,205,366.16 | \$7,691,730.47 | \$525,273.00 | \$2,500.00 | | \$8,219,503.47 | |
| 2 | 2.31 | Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$55,000.00 | \$55,000.00 | | | | \$55,000.00 | |
| 2 | 2.32 | Child Nutrition | All | No | | | All Schools | July 2024 - June 2027 | \$7,336,134.00 | \$7,983,180.00 | | | | \$15,319,314.00 | \$15,319,314.00 | |
| 2 | 2.33 | Substance Abuse Prevention | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$214,000.00 | \$0.00 | \$214,000.00 | \$0.00 | \$0.00 | \$214,000.00 | |

| 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 | 2.34 | Facilities/Deferred Maintenance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$4,000,000.00 | \$4,000,000.00 | | | | \$4,000,000.00 | |
| 2 | 2.35 | Student Mentoring Opportunities | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$0.00 | | \$5,000.00 | | \$5,000.00 | |
| 2 | 2.36 | Superintendent Fellows | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$63,000.00 | | \$63,000.00 | | | \$63,000.00 | |
| 2 | 2.37 | Special Programs | All | No | | | All Schools | July 2024 - June 2027 | \$106,095.35 | \$577,618.00 | | \$65,750.00 | | \$617,963.35 | \$683,713.35 | |
| 2 | 2.38 | Gifted and Talented Education (GATE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 3 | 3.1 | Developing Human Capital: PD for Strategic Plan Recommendations | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$5,729.05 | \$70,374.29 | \$63,524.29 | | \$12,579.05 | | \$76,103.34 | |
| 3 | 3.2 | Teachers on Special Assignment/Content Specialists | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$2,018,045.29 | \$7,943.57 | \$782,414.30 | \$124,050.62 | \$334,514.87 | \$785,009.07 | \$2,025,988.86 | |
| 3 | 3.3 | Professional Learning: Implementation of State Standards | All | No | | | | July 2024 - June 2027 | \$9,342.88 | \$55,000.00 | \$0.00 | | | \$64,342.88 | \$64,342.88 | |
| 3 | 3.4 | Professional Learning: Central Management | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$3,289.36 | \$0.00 | | | \$3,289.36 | \$3,289.36 | |
| 3 | 3.5 | Professional Learning for Educational Leaders | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$13,455.31 | \$304,558.00 | \$223,503.00 | \$8,562.47 | \$81,055.00 | \$4,892.84 | \$318,013.31 | |
| 3 | 3.6 | Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$3,200.00 | \$3,200.00 | | | \$0.00 | \$3,200.00 | |
| 3 | 3.7 | Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards | All | No | | | Specific Schools: Bilingual Schools | July 2024 - June 2027 | \$0.00 | \$21,710.64 | | | | \$21,710.64 | \$21,710.64 | |
| 3 | 3.8 | Professional Learning for Teachers: Bilingual | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Chavez, Curren, Drifill, | July 2024 - June 2027 | \$15,901.73 | \$24,315.00 | \$5,000.00 | | | \$35,216.73 | \$40,216.73 | |

| 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 |
|--------|----------|--|--|---|----------|--|---|-----------------------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| | | | | | | | Elm, Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK-Grade 8 | | | | | | | | | |
| 3 | 3.9 | Professional Learning: Mathematics | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$166,356.56 | \$24,000.00 | \$190,356.56 | | | | \$190,356.56 | |
| 3 | 3.10 | Professional Learning for Teachers: Middle School Content Specific | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: K-8s and Comprehensive 6-8 Middle Schools | July 2024 - June 2027 | \$6,116.05 | \$20,000.00 | \$16,116.05 | \$0.00 | | \$10,000.00 | \$26,116.05 | |
| 3 | 3.11 | Professional Learning for Teachers: Newcomers Academy | All | No | | | Specific Schools: Lemonwood, Frank Academy of Marine Science and Engineering | July 2024 - June 2027 | \$5,058.02 | \$22,051.00 | | \$0.00 | | \$27,109.02 | \$27,109.02 | |
| 3 | 3.12 | Professional Learning: Health Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Grade 5 and Grade 8 | July 2024 - June 2027 | \$9,785.68 | \$17,500.00 | \$27,285.68 | | | | \$27,285.68 | |
| 3 | 3.13 | Professional Learning: Transitional Kindergarten | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: TK-5 Schools and TK-8 Schools | July 2024 - June 2027 | \$0.00 | \$10,000.00 | \$10,000.00 | \$0.00 | | | \$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 |
|--------|----------|--|--|---|----------|--|---|-----------------------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 3 | 3.14 | Professional Learning: Gifted and Talented Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 3 | 3.15 | Training and Professional Learning: STAR/myOn | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$24,464.20 | \$10,000.00 | \$34,464.20 | | | | \$34,464.20 | |
| 3 | 3.16 | Professional Learning: Cultural Proficiency and Focus on Equitable Practices | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 3 | 3.17 | Professional Learning: Planning for Access and Equity/Orenda | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$190,278.70 | \$5,000.00 | \$195,278.70 | | | | \$195,278.70 | |
| 3 | 3.18 | CSI Support for Fremont Academy | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Fremont Academy | July 2024 - June 2027 | \$43,571.65 | \$167,770.00 | \$681.15 | \$0.00 | | \$210,660.50 | \$211,341.65 | |
| 3 | 3.19 | Professional Learning: Restorative Practices | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$24,464.20 | \$0.00 | \$24,464.20 | | | | \$24,464.20 | |
| 3 | 3.20 | Professional Learning: Counselors | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |
| 3 | 3.21 | Professional Learning and Wellness for Staff | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | July 2024 - June 2027 | \$0.00 | \$10,000.00 | \$500.00 | | \$9,500.00 | | \$10,000.00 | |
| 3 | 3.22 | Professional Learning for Outreach Consultants (ORCs) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$15,000.00 | \$15,000.00 | | | | \$15,000.00 | |
| 3 | 3.23 | Training and Professional Learning for Substitute Teachers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$2,500.00 | \$2,500.00 | | | | \$2,500.00 | |
| 3 | 3.24 | Training and Professional Learning for Classified Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | July 2024 - June 2027 | \$0.00 | \$218,600.00 | \$13,350.00 | \$115,000.00 | \$90,250.00 | | \$218,600.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|-----------------------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.25 | Training: Medical Response | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.26 | Training: Action Preparedness | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$7,000.00 | | | \$7,000.00 | | \$7,000.00 | |
| 3 | 3.27 | Training and Professional Learning: Data Management Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$24,464.20 | \$2,500.00 | \$26,964.20 | | | | \$26,964.20 | |
| 3 | 3.28 | Training and Professional Learning: Communication Platforms | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$500.00 | \$500.00 | | | | \$500.00 | |
| 3 | 3.29 | Future Administrators Academy | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$42,812.35 | \$0.00 | \$12,232.10 | \$30,580.25 | | | \$42,812.35 | |
| 3 | 3.30 | Consulting Teacher | All | No | | | All Schools | July 2024 - June 2027 | \$168,172.95 | \$0.00 | | \$0.00 | | \$168,172.95 | \$168,172.95 | |
| 3 | 3.31 | Peer Assitance Review (PAR) | All | No | | | All Schools | July 2024 - June 2027 | \$3,669.63 | \$0.00 | | | \$3,669.63 | | \$3,669.63 | |
| 3 | 3.32 | Review/Redesign Report Cards | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$2,000.00 | \$2,000.00 | | | | \$2,000.00 | |
| 3 | 3.33 | Implementation of Required State Assessments | All | No | | | All Schools | July 2024 - June 2027 | \$380,833.02 | \$57,000.00 | \$0.00 | | \$430,833.02 | \$7,000.00 | \$437,833.02 | |
| 3 | 3.34 | Baseline Instruction for Unduplicated Student Groups | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.35 | Textbook Adoptions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$5,449.24 | \$4,395,635.00 | \$1,760,000.00 | \$2,641,084.24 | \$0.00 | | \$4,401,084.24 | |
| 3 | 3.36 | Additional Teachers Above Base Staffing | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$6,422,197.85 | \$0.00 | \$6,422,197.85 | | | | \$6,422,197.85 | |
| 3 | 3.37 | Maintain 24:1 TK- 3rd Grade Average | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | July 2024 - June 2027 | \$1,393,545.27 | \$0.00 | \$1,393,545.27 | | | | \$1,393,545.27 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|-----------------------|-----------------|---------------------|----------------|-------------------|-------------|----------------|----------------|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.38 | School Site Allocations to be Prioritized by School Site Council | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$2,410,404.36 | \$2,445,415.00 | \$2,917,705.34 | \$5,449.24 | | \$1,932,664.78 | \$4,855,819.36 | |
| 3 | 3.39 | Above Base/ Assistant Principals | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$4,150,426.41 | \$0.00 | \$3,453,364.64 | \$697,061.77 | | | \$4,150,426.41 | |
| 3 | 3.40 | Teacher Substitutes/ Site Assigned/ | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$743,883.75 | \$0.00 | \$743,883.75 | | | | \$743,883.75 | |
| 3 | 3.41 | Supplemental Instructional Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$818,000.00 | \$804,000.00 | | | \$14,000.00 | \$818,000.00 | |
| 3 | 3.42 | Professional Learning: English Language Development | All | No | | | All Schools | | \$0.00 | \$5,000.00 | | | \$5,000.00 | | \$5,000.00 | |
| 3 | 3.43 | Professional Learning: De-escalation Strategies & Behavior Supports | All | No | | | All Schools | | \$0.00 | \$5,000.00 | | | \$5,000.00 | | \$5,000.00 | |
| 3 | 3.44 | Professional Learning: Inclusive Practices | All | No | | | All Schools | | \$0.00 | \$5,000.00 | | | \$5,000.00 | | \$5,000.00 | |
| 4 | 4.1 | Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$57,381.22 | \$191,400.00 | \$10,400.00 | | \$36,502.60 | \$201,878.62 | \$248,781.22 | |
| 4 | 4.2 | Equitable Access for Participation (Zoom) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$148,000.00 | \$92,244.00 | \$55,756.00 | | | \$148,000.00 | |
| 4 | 4.3 | Family Resource Center | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$3,550.73 | \$34,500.00 | \$38,050.73 | | | | \$38,050.73 | |
| 4 | 4.4 | Enrollment Center | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | July 2024 - June 2027 | \$735,182.11 | \$15,319.00 | \$750,501.11 | | | | \$750,501.11 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|--|--|-------------|-----------------------|-----------------|---------------------|-------------|-------------------|--------------|---------------|--------------|---|
| | | | | | | Low Income | | | | | | | | | | |
| 4 | 4.5 | Family Wrokshops: Diversity, Equity, and Inclusion | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 4 | 4.6 | Parent/Teacher Teams | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$500.00 | \$500.00 | | | | \$500.00 | |
| 4 | 4.7 | Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$20,000.00 | \$0.00 | | \$20,000.00 | | \$20,000.00 | |
| 4 | 4.8 | Supporting Cultural Proficiency and Focus on Equitable Practices | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$5,900.00 | | | | \$5,900.00 | \$5,900.00 | |
| 4 | 4.9 | Transition to High School- Parent Workshops | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$500.00 | \$500.00 | | | | \$500.00 | |
| 4 | 4.10 | Special Education: Parent/Family Supports | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$15,000.00 | | | | \$15,000.00 | \$15,000.00 | |
| 4 | 4.11 | Parent Support Liaison | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$112,490.55 | \$0.00 | \$22,497.91 | | | \$89,992.64 | \$112,490.55 | |
| 4 | 4.12 | Translators/ Interpreters: Mixteco | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | July 2024 - June 2027 | \$222,225.67 | \$0.00 | \$45,534.99 | | | \$176,690.68 | \$222,225.67 | |
| 4 | 4.13 | Translators/ Interpreters: Spanish | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | July 2024 - June 2027 | \$114,953.89 | \$797,878.24 | \$26,260.20 | | \$797,878.24 | \$88,693.69 | \$912,832.13 | |
| 4 | 4.14 | Contract for Interpreting Services | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$30,000.00 | \$0.00 | | | \$30,000.00 | \$30,000.00 | |

| 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 |
|--------|----------|---|--|---|----------|--|-------------------|-----------------------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|---|
| 4 | 4.15 | Panorama Surveys | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$500.00 | | | \$500.00 | | \$500.00 | |
| 4 | 4.16 | Revamp and Maximize Accessibility to the District's Website (Web Content Analyst) | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$176,868.13 | | \$176,868.13 | | | \$176,868.13 | |
| 4 | 4.17 | Board Room | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$24,000.00 | \$0.00 | | \$24,000.00 | | \$24,000.00 | |
| 4 | 4.18 | Home Learning Resources for Student Success | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 5 | 5.1 | Oxnard Empowers - Implementation of Strategic Plan | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$112,300.00 | \$107,700.00 | | \$4,600.00 | | \$112,300.00 | |
| 5 | 5.2 | Board of Education | All | No | | | All Schools | July 2024 - June 2027 | \$55,088.17 | \$103,200.00 | | | \$158,288.17 | | \$158,288.17 | |
| 5 | 5.3 | Resources: Superintendent | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$7,364.49 | \$558,577.00 | \$7,188.60 | \$50,000.00 | \$508,752.89 | | \$565,941.49 | |
| 5 | 5.4 | Professional Learning: Three District Days | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$1,796,991.11 | \$0.00 | \$1,796,991.11 | | | | \$1,796,991.11 | |
| 5 | 5.5 | District Wide Banking of Minutes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$1,522,509.75 | \$0.00 | \$1,522,509.75 | | | | \$1,522,509.75 | |
| 5 | 5.6 | New Teacher Institute | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$21,000.00 | \$6,000.00 | \$5,000.00 | \$10,000.00 | | \$21,000.00 | |
| 5 | 5.7 | Institute for New Administrators | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 5 | 5.8 | Professional Collaboratives | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 5 | 5.9 | Collaboration Opportunities: Mathematics | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$0.00 | | \$5,000.00 | | \$5,000.00 | |
| 5 | 5.10 | Collaboration Opportunities: | All | No | | | Specific Schools: | July 2024 - June 2027 | \$0.00 | \$5,000.00 | | \$5,000.00 | | | \$5,000.00 | |

| 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 |
|--------|----------|---|--|---|----------|--|-------------------------------|-----------------------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|---|
| | | Transitional Kindergarten & Kindergarten Teachers | | | | | TK-5 Schools and TK-8 Schools | | | | | | | | | |
| 5 | 5.11 | Collaboration Opportunities: Biliteracy | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$5,000.00 | \$0.00 | \$5,000.00 | | | | \$5,000.00 | |
| 5 | 5.12 | Collaboration Opportunities: Middle School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$5,000.00 | \$0.00 | \$5,000.00 | | | | \$5,000.00 | |
| 5 | 5.13 | Collaboration Opportunitites: Supporting the Implementation of State Standards and Frameworks | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$0.00 | | \$5,000.00 | | \$5,000.00 | |
| 5 | 5.14 | Employee Onboarding | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 5 | 5.15 | Educational Services: Management and Support Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$2,100,409.46 | \$3,500.00 | \$576,743.21 | \$274,067.12 | \$665,372.13 | \$587,727.00 | \$2,103,909.46 | |
| 5 | 5.16 | Manager of Equity, Family and Community | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$214,361.95 | \$0.00 | \$42,872.57 | | | \$171,489.38 | \$214,361.95 | |
| 5 | 5.17 | Director of Pupil Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$385,777.64 | \$0.00 | \$385,777.64 | | | | \$385,777.64 | |
| 5 | 5.18 | Counselors | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$4,260,145.26 | \$0.00 | \$4,260,145.26 | | | | \$4,260,145.26 | |
| 5 | 5.19 | District Family and Community Liaison | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$137,437.57 | \$6,000.00 | \$137,437.57 | | \$6,000.00 | | \$143,437.57 | |
| 5 | 5.20 | Outreach Specialists | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$2,155,653.12 | \$0.00 | \$2,155,653.12 | | | | \$2,155,653.12 | |

| 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 |
|--------|----------|---|--|---|----------|--|---|-----------------------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|---|
| 5 | 5.21 | Mental Health Clinician | All | No | | | | July 2024 - June 2027 | \$695,363.06 | \$0.00 | | \$0.00 | \$297,379.26 | \$397,983.80 | \$695,363.06 | |
| 5 | 5.22 | Healthy Start Social Workers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$280,000.00 | \$105,868.00 | \$174,132.00 | | | \$280,000.00 | |
| 5 | 5.23 | Health Assistants and/or Health Care Technicians (LVNs) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$1,372,570.13 | \$0.00 | \$1,372,570.13 | | | | \$1,372,570.13 | |
| 5 | 5.24 | Campus Assistants/Supervisors | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$4,833,352.50 | \$0.00 | \$4,833,352.50 | | | | \$4,833,352.50 | |
| 5 | 5.25 | Recruitment, Selection and Retention of Human Capital | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$55,128.34 | \$433,200.00 | \$44,757.97 | | \$443,570.37 | | \$488,328.34 | |
| 5 | 5.26 | Recruitment: Classified Positions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$34,480.58 | \$112,500.00 | \$6,811.55 | | \$140,169.03 | | \$146,980.58 | |
| 5 | 5.27 | Transitional Kindergarten Paraeducators | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Transitional Kindergarten | July 2024 - June 2027 | \$1,504,828.68 | \$0.00 | \$40,518.04 | \$1,430,315.89 | \$33,994.75 | | \$1,504,828.68 | |
| 5 | 5.28 | Kindergarten Paraeducators | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: TK-5 Schools and TK-8 Schools | July 2024 - June 2027 | \$917,423.09 | \$0.00 | \$479,141.62 | \$438,281.47 | \$0.00 | | \$917,423.09 | |
| 5 | 5.29 | General Education Paraeducators | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$467,812.38 | \$0.00 | \$358,634.33 | | \$109,178.05 | | \$467,812.38 | |
| 5 | 5.30 | Opportunity Program Paraeducators | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Frank, Lopez, Fremont Grade 6- Grade 8 | July 2024 - June 2027 | \$105,574.56 | \$0.00 | \$105,574.56 | | | | \$105,574.56 | |

| 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 |
|--------|----------|---|--|---|----------|--|-------------|--------------------------|-----------------|---------------------|----------------|-------------------|----------------|---------------|----------------|---|
| 5 | 5.31 | District Nurses | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$994,156.51 | \$20,000.00 | \$553,570.48 | | \$460,586.03 | | \$1,014,156.51 | |
| 5 | 5.32 | Communication Platforms | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$212,000.00 | \$129,000.00 | | | \$83,000.00 | \$212,000.00 | |
| 5 | 5.33 | Internal Communication Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | |
| 5 | 5.34 | Communications from Central Office | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$125,000.00 | \$125,000.00 | | | | \$125,000.00 | |
| 5 | 5.35 | Curriculum Council | All | No | | | All Schools | July 2024 - June 2027 | \$4,281.23 | \$0.00 | \$0.00 | | | \$4,281.23 | \$4,281.23 | |
| 5 | 5.36 | Refine Middle School Systems | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$5,000.00 | | | \$5,000.00 | | \$5,000.00 | |
| 5 | 5.37 | Required Accountability Templates | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$0.00 | \$75,000.00 | \$75,000.00 | | | | \$75,000.00 | |
| 5 | 5.38 | Practi-Cal Medical Billing | All | No | | | All Schools | July 2024 - June 2027 | \$0.00 | \$255,192.00 | | | \$255,192.00 | | \$255,192.00 | |
| 5 | 5.39 | Student Technology Access and Annual Refresh | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2027 | \$3,040,890.18 | \$5,608,483.67 | \$4,935,895.68 | \$35,400.00 | \$3,678,078.17 | \$0.00 | \$8,649,373.85 | |
| 5 | 5.40 | Staff to Provide General Education Behavior Support | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 138,409,060 | 57,219,217 | 41.341% | 0.000% | 41.341% | \$60,714,352.70 | 0.000% | 43.866 % | Total: | \$60,714,352.70 |
| | | | | | | | | LEA-wide Total: | \$60,642,557.51 |
| | | | | | | | | Limited Total: | \$71,795.19 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|---|--|---|
| 1 | 1.5 | Implementation and Expansion of Biliteracy | Yes | LEA-wide | English Learners | Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8 | \$57,500.00 | |
| 1 | 1.8 | Learning Management System | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$116,800.00 | |
| 1 | 1.9 | Data Management Systems | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$225,000.00 | |
| 1 | 1.12 | Alignment of State Standards and Local Assessments | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |

| 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 | 1.13 | Vertical and Horizontal Planning and Communication | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 1 | 1.14 | Project Based Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 1 | 1.15 | Interdisciplinary Units | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |
| 1 | 1.16 | Universal Design for Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 1 | 1.17 | Implementation of Essential Pedagogical Principles | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 1 | 1.18 | Implementation of the CA Frameworks | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 1 | 1.19 | Professional Learning Communities | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$20,000.00 | |
| 1 | 1.20 | Developing Multilingualism | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 1 | 1.21 | Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan | Yes | LEA-wide | English Learners | All Schools | \$20,000.00 | |
| 2 | 2.4 | Mathematics Intervention: Math Labs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$15,000.00 | |
| 2 | 2.5 | Interventions: Tier III and Special Education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,157,153.25 | |
| 2 | 2.7 | Alternative Disciplinary Approaches | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 2 | 2.8 | Social Emotional Development Supports: Panorama | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$50,205.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| 2 | 2.10 | Literacy Intervention Teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,100.00 | |
| 2 | 2.11 | Intervention: Middle School | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 2 | 2.12 | Interventions: English Language Development | Yes | LEA-wide | English Learners | All Schools | \$150,000.00 | |
| 2 | 2.13 | Universal Screening: Gifted and Talented | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$15,000.00 | |
| 2 | 2.16 | Attendance Technicians | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,001,038.32 | |
| 2 | 2.19 | Expansion of Learning Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 2 | 2.25 | Positive Behavior Supports (PBIS) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$219,740.75 | |
| 2 | 2.26 | Safe Learning Environments | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$143,000.00 | |
| 2 | 2.27 | School Resource Officers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$235,851.00 | |
| 2 | 2.30 | Transportation for General Education, Homeless and Foster Youth | Yes | LEA-wide | Foster Youth | All Schools | \$7,691,730.47 | |
| 2 | 2.31 | Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$55,000.00 | |
| 2 | 2.34 | Facilities/Deferred Maintenance | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,000,000.00 | |
| 2 | 2.38 | Gifted and Talented Education (GATE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |

| 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 (%) |
|------|----------|--|---|----------|--|---|--|---|
| 3 | 3.1 | Developing Human Capital: PD for Strategic Plan Recommendations | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$63,524.29 | |
| 3 | 3.2 | Teachers on Special Assignment/Content Specialists | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$782,414.30 | |
| 3 | 3.5 | Professional Learning for Educational Leaders | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$223,503.00 | |
| 3 | 3.6 | Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,200.00 | |
| 3 | 3.8 | Professional Learning for Teachers: Biliteracy | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK- Grade 8 | \$5,000.00 | |
| 3 | 3.9 | Professional Learning: Mathematics | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$190,356.56 | |
| 3 | 3.10 | Professional Learning for Teachers: Middle School Content Specific | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$16,116.05 | |
| 3 | 3.12 | Professional Learning: Health Education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Grade 5 and Grade 8 | \$27,285.68 | |
| 3 | 3.13 | Professional Learning: Transitional Kindergarten | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |
| 3 | 3.14 | Professional Learning: Gifted and Talented Education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |

| 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 (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| 3 | 3.15 | Training and Professional Learning: STAR/myOn | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$34,464.20 | |
| 3 | 3.16 | Professional Learning: Cultural Proficiency and Focus on Equitable Practices | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 3 | 3.17 | Professional Learning: Planning for Access and Equity/Orenda | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$195,278.70 | |
| 3 | 3.18 | CSI Support for Fremont Academy | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$681.15 | |
| 3 | 3.19 | Professional Learning: Restorative Practices | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$24,464.20 | |
| 3 | 3.20 | Professional Learning: Counselors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 3 | 3.21 | Professional Learning and Wellness for Staff | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$500.00 | |
| 3 | 3.22 | Professional Learning for Outreach Consultants (ORCs) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$15,000.00 | |
| 3 | 3.23 | Training and Professional Learning for Substitute Teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,500.00 | |
| 3 | 3.24 | Training and Professional Learning for Classified Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$13,350.00 | |
| 3 | 3.27 | Training and Professional Learning: Data Management Systems | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$26,964.20 | |
| 3 | 3.28 | Training and Professional Learning: Communication Platforms | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$500.00 | |
| 3 | 3.29 | Future Administrators Academy | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$12,232.10 | |

| 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 (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 3 | 3.32 | Review/Redesign Report Cards | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,000.00 | |
| 3 | 3.35 | Textbook Adoptions | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,760,000.00 | |
| 3 | 3.36 | Additional Teachers Above Base Staffing | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,422,197.85 | |
| 3 | 3.37 | Maintain 24:1 TK- 3rd Grade Average | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,393,545.27 | |
| 3 | 3.38 | School Site Allocations to be Prioritized by School Site Council | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,917,705.34 | |
| 3 | 3.39 | Above Base/ Assistant Principals | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,453,364.64 | |
| 3 | 3.40 | Teacher Substitutes/ Site Assigned/ | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$743,883.75 | |
| 3 | 3.41 | Supplemental Instructional Materials | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$804,000.00 | |
| 4 | 4.1 | Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,400.00 | |
| 4 | 4.2 | Equitable Access for Participation (Zoom) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$92,244.00 | |
| 4 | 4.3 | Family Resource Center | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$38,050.73 | |

| 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 (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 4 | 4.4 | Enrollment Center | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$750,501.11 | |
| 4 | 4.5 | Family Wrokshops: Diversity, Equity, and Inclusion | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 4 | 4.6 | Parent/Teacher Teams | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$500.00 | |
| 4 | 4.9 | Transition to High School-Parent Workshops | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$500.00 | |
| 4 | 4.11 | Parent Support Liaison | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$22,497.91 | |
| 4 | 4.12 | Translators/ Interpreters: Mixteco | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$45,534.99 | |
| 4 | 4.13 | Translators/ Interpreters: Spanish | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$26,260.20 | |
| 5 | 5.1 | Oxnard Empowers - Implementation of Strategic Plan | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$107,700.00 | |
| 5 | 5.3 | Resources: Superintendent | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$7,188.60 | |
| 5 | 5.4 | Professional Learning: Three District Days | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,796,991.11 | |
| 5 | 5.5 | District Wide Banking of Minutes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,522,509.75 | |
| 5 | 5.6 | New Teacher Institute | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,000.00 | |
| 5 | 5.7 | Institute for New Administrators | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |

| 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 (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 5 | 5.11 | Collaboration Opportunities: Biliteracy | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 5 | 5.12 | Collaboration Opportunities: Middle School | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 5 | 5.14 | Employee Onboarding | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 5 | 5.15 | Educational Services: Management and Support Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$576,743.21 | |
| 5 | 5.16 | Manager of Equity, Family and Community | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$42,872.57 | |
| 5 | 5.17 | Director of Pupil Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$385,777.64 | |
| 5 | 5.18 | Counselors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,260,145.26 | |
| 5 | 5.19 | District Family and Community Liaison | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$137,437.57 | |
| 5 | 5.20 | Outreach Specialists | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,155,653.12 | |
| 5 | 5.22 | Healthy Start Social Workers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$105,868.00 | |
| 5 | 5.23 | Health Assistants and/or Health Care Technicians (LVNs) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,372,570.13 | |
| 5 | 5.24 | Campus Assistants/Supervisors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,833,352.50 | |
| 5 | 5.25 | Recruitment, Selection and Retention of Human Capital | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$44,757.97 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|---|--|---|
| 5 | 5.26 | Recruitment: Classified Positions | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,811.55 | |
| 5 | 5.27 | Transitional Kindergarten Paraeducators | Yes | LEA-wide | English Learners Foster Youth Low Income | Transitional Kindergarten | \$40,518.04 | |
| 5 | 5.28 | Kindergarten Paraeducators | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$479,141.62 | |
| 5 | 5.29 | General Education Paraeducators | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$358,634.33 | |
| 5 | 5.30 | Opportunity Program Paraeducators | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Frank, Lopez, Fremont Grade 6- Grade 8 | \$105,574.56 | |
| 5 | 5.31 | District Nurses | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$553,570.48 | |
| 5 | 5.32 | Communication Platforms | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$129,000.00 | |
| 5 | 5.33 | Internal Communication Systems | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | |
| 5 | 5.34 | Communications from Central Office | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$125,000.00 | |
| 5 | 5.37 | Required Accountability Templates | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$75,000.00 | |
| 5 | 5.39 | Student Technology Access and Annual Refresh | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,935,895.68 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$123,171,260.46 | \$123,175,160.46 |

| 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 | Academic Incentives and Recognitions | Yes | \$56,500.00 | 56500 |
| 1 | 1.2 | Youth Cinema Project | No | \$200,811.00 | \$200,811.00 |
| 1 | 1.3 | Expansion of the Arts | No | \$356,997.00 | \$356,997.00 |
| 1 | 1.4 | Teachers for the Arts | No | \$2,222,937.00 | \$2,222,937.00 |
| 1 | 1.5 | Implementation and Expansion of Biliteracy | Yes | \$57,500.00 | \$57,500.00 |
| 1 | 1.6 | Expand Primary Language Classroom and Site Libraries | Yes | \$120,000.00 | 120000 |
| 1 | 1.7 | Renaissance Software | Yes | \$2,000,000.00 | \$2,000,000.00 |
| 1 | 1.8 | Learning Management System | Yes | \$20,000.00 | \$20,000.00 |
| 1 | 1.9 | Data Management Systems | Yes | \$377,209.00 | 377209 |
| 1 | 1.10 | Portfolio Management System: Transitional Kindergarten | Yes | \$16,560.00 | 16560 |
| 1 | 1.11 | Implementation of Grade-Level Standards | Yes | \$20,000.00 | 20000 |

| 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 | Alignment of State Standards and Local Assessments | Yes | \$20,000.00 | 20000 |
| 1 | 1.13 | Vertical and Horizontal Planning and Communication | Yes | \$20,000.00 | 20000 |
| 1 | 1.14 | Project Based Learning | Yes | \$20,000.00 | 20000 |
| 1 | 1.15 | Interdisciplinary Units | Yes | \$20,000.00 | 20000 |
| 1 | 1.16 | Universal Design for Learning | Yes | \$20,000.00 | 20000 |
| 1 | 1.17 | Implementation of Essential Pedagogical Principles | Yes | \$20,000.00 | 20000 |
| 1 | 1.18 | Implementation of the CA Frameworks | Yes | \$20,000.00 | 20000 |
| 1 | 1.19 | Professional Learning Communities | Yes | \$20,000.00 | 20000 |
| 1 | 1.20 | Developing Multilingualism | Yes | \$20,000.00 | 20000 |
| 1 | 1.21 | Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan | Yes | \$20,000.00 | 20000 |
| 1 | 1.22 | Implementation of Oxnard EMPOWERS/ OSDs Master Plan | Yes | \$20,000.00 | 20000 |
| 2 | 2.1 | English Literacy Intervention: Lexia | Yes | \$591,945.00 | 591945 |
| 2 | 2.2 | Spanish Literacy Intervention: iStation-District Licenses | Yes | \$109,320.00 | 109320 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.3 | Mathematics Intervention: IXL | Yes | \$255,000.00 | 255000 |
| 2 | 2.4 | Mathematics Intervention: Math Labs | Yes | \$500.00 | 500 |
| 2 | 2.5 | Interventions: Tier III and Special Education | Yes | \$500.00 | 500 |
| 2 | 2.6 | Tier III and Specialized Support | No | \$213,000.00 | 213000 |
| 2 | 2.7 | Alterntive Disciplinary Approaches | No | \$10,000.00 | 10000 |
| 2 | 2.8 | Social Emotional Development | Yes | \$247,700.00 | 247700 |
| 2 | 2.9 | Tutoring | No | \$0.00 | |
| 2 | 2.10 | Literacy Intervention Teachers | Yes | \$2,646,449.00 | 2646449 |
| 2 | 2.11 | Intervention: Middle School | No | \$0.00 | |
| 2 | 2.12 | Interventions: English Language Development | Yes | \$500.00 | 500 |
| 2 | 2.13 | Universal Screening: Gifted and Talented | Yes | \$11,000.00 | 1100 |
| 2 | 2.14 | Migrant Education Program (MEP) | No | \$18,000.00 | 1800 |
| 2 | 2.15 | Newcomer Academy | No | \$13,500.00 | 13500 |
| 2 | 2.16 | Attendance Technicians | Yes | \$2,028,056.00 | 2028056 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 2 | 2.17 | School Attendance Review Board (SARB) | No | \$15,000.00 | 15000 |
| 2 | 2.18 | Expanded Summer Learning | No | \$218,600.00 | 218600 |
| 2 | 2.19 | Expansion of Learning Opportunities | No | \$22,400,195.00 | 22400195 |
| 2 | 2.20 | Library/Media Technicians | No | \$1,009,501.00 | 1009501 |
| 2 | 2.21 | Maintain Diverse School Libraries | No | \$150,000.00 | 150000 |
| 2 | 2.22 | AVID Implementation | No | \$450,000.00 | 450000 |
| 2 | 2.23 | Annual Parent Rights Notification | No | \$0.00 | 0 |
| 2 | 2.24 | Restorative Practices | No | \$0.00 | 0 |
| 2 | 2.25 | Positive Behavior Supports (PBIS) | Yes | \$133,200.00 | 133200 |
| 2 | 2.26 | Safe Learning Enviornments | Yes | \$108,000.00 | 108000 |
| 2 | 2.27 | School Resource Officers | Yes | \$235,851.00 | 235851 |
| 2 | 2.28 | School Safety Plans | No | \$0.00 | 0 |
| 2 | 2.29 | Student Assemblies: Social Media and Positive Interactions | Yes | \$500.00 | 500 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.30 | Transportation for General Education, Homeless and Foster Youth | Yes | \$75,000.00 | 75000 |
| 2 | 2.31 | Materials and Supplies for Youth Experiencing Homelessness/McKinney-Vento | Yes | \$80,000.00 | 80000 |
| 2 | 2.32 | Child Nutrition | No | \$12,669,667.00 | 12699667 |
| 2 | 2.33 | Substance Abuse Prevention | No | \$0.00 | |
| 2 | 2.34 | Facilities | Yes | \$7,000,000.00 | 7000000 |
| 2 | 2.35 | Student Mentoring Opportunities | No | \$0.00 | |
| 2 | 2.36 | Superintendent Fellows | No | \$63,000.00 | 63000 |
| 2 | 2.37 | Special Programs | No | \$1,261,256.00 | 1261256 |
| 3 | 3.1 | Developing Human Capital: PD for Strategic Plan Recommendations | Yes | \$10,000.00 | 10000 |
| 3 | 3.2 | Teachers on Special Assignment/Content Specialists | Yes | \$3,353,237.55 | 3353237.55 |
| 3 | 3.3 | Professional Learning: Implementation of State Standards | Yes | \$441,375.00 | 441375 |
| 3 | 3.4 | Professional Learning: Central Management | Yes | \$11,000.00 | 11000 |
| 3 | 3.5 | Professional Learning for Educational Leaders | No | | |

| 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 | 3.6 | Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists | Yes | \$86,736.00 | 86736 |
| 3 | 3.7 | Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards | No | \$29,000.00 | 29000 |
| 3 | 3.8 | Professional Learning for Teachers: Biliteracy | Yes | \$530,291.00 | 530291 |
| 3 | 3.9 | Professional Learning: Mathematics | Yes | \$262,147.00 | 262147 |
| 3 | 3.10 | Professional Learning for Teachers: Middle School Content Specific | No | \$46,500.00 | 46500 |
| 3 | 3.11 | Professional Learning for Teachers: Newcomers Academy | No | \$78,000.00 | 78000 |
| 3 | 3.12 | Professional Learning: Health Education | Yes | \$18,738.00 | 18738 |
| 3 | 3.13 | Professional Learning: Transitional Kindergarten | No | \$10,000.00 | 10000 |
| 3 | 3.14 | Professional Learning: Gifted and Talented Education | No | \$0.00 | 0 |
| 3 | 3.15 | Training and Professional Learning: STAR/myOn | Yes | \$832,990.00 | 832990 |
| 3 | 3.16 | Professional Learning: Cultural Proficiency and Focus on Equitable Practices | No | \$0.00 | 0 |
| 3 | 3.17 | Professional Learning: Planning for Access and Equity | No | \$0.00 | 0 |
| 3 | 3.18 | CSI Support for Fremont Academy | No | \$166,280.00 | 166280 |

| 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 | 3.19 | Professional Learning: Restorative Practices | Yes | \$17,206.00 | 17206 |
| 3 | 3.20 | Professional Learning: Counselors | Yes | \$102,300.00 | 102300 |
| 3 | 3.21 | Professional Learning and Wellness for Staff | Yes | \$500.00 | 500 |
| 3 | 3.22 | Professional Learning for Outreach Consultants (ORCs) | Yes | \$500.00 | 500 |
| 3 | 3.23 | Training and Professional Learning for Substitute Teachers | Yes | \$15,000.00 | 15000 |
| 3 | 3.24 | Training and Professional Learning for Classified Staff | Yes | \$25,000.00 | 25000 |
| 3 | 3.25 | Training: Medical Response | No | \$0.00 | |
| 3 | 3.26 | Training: Action Preparedness | No | \$15,000.00 | 15000 |
| 3 | 3.27 | Training and Professional Learning: Data Management Systems | Yes | \$91,960.00 | 91960 |
| 3 | 3.28 | Training and Professional Learning: Communication Platforms | Yes | \$500.00 | 500 |
| 3 | 3.29 | Future Administrators Academy | No | \$30,000.00 | 30000 |
| 3 | 3.30 | Consulting Teacher | No | \$30,000.00 | 30000 |
| 3 | 3.31 | Peer Assistance Review (PAR) | No | \$15,000.00 | 15000 |
| 3 | 3.32 | Review/Redesign Report Cards | Yes | \$27,950.00 | 27950 |

| 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 | 3.33 | Implementation of Required State Assessments | Yes | \$393,643.00 | 393643 |
| 3 | 3.34 | Baseline Instruction for Unduplicated Student Groups | No | \$0.00 | |
| 3 | 3.35 | Textbook Adoptions | Yes | \$3,150,290.00 | 3150290 |
| 3 | 3.36 | Additional Teachers Above Base Staffing | Yes | \$8,213,939.00 | 8213939 |
| 3 | 3.37 | Maintain 24:1 TK- 3rd Grade Average | Yes | \$1,393,545.27 | 1393545.27 |
| 3 | 3.38 | School Site Allocations to be Prioritized by School Site Council | Yes | \$5,380,269.00 | 5380269 |
| 3 | 3.39 | Above Base/ Assistant Principals | Yes | \$3,907,200.00 | 3907200 |
| 3 | 3.40 | Teacher Substitutes/ Site Assigned/ | Yes | \$743,883.75 | 743883.75 |
| 3 | 3.41 | Supplemental Instructional Materials | Yes | \$1,370,219.00 | 1370219 |
| 4 | 4.1 | Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support | No | \$190,000.00 | 190000 |
| 4 | 4.2 | Equitable Access for Participation (Zoom) | No | \$148,000.00 | 148000 |
| 4 | 4.3 | Family Resource Center | Yes | \$13,687.00 | 13687 |

| 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) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 4 | 4.4 | Enrollment Center | Yes | \$564,380.00 | 564380 |
| 4 | 4.5 | Family Wrokshops: Diversity, Equity, and Inclusion | Yes | \$21,400.00 | 21400 |
| 4 | 4.6 | Parent/Teacher Teams | Yes | \$137,614.50 | 137614.50 |
| 4 | 4.7 | Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families | Yes | \$500.00 | 500 |
| 4 | 4.8 | Supporting Cultural Proficiency and Focus on Equitable Practices | Yes | \$500.00 | 500 |
| 4 | 4.9 | Transition to High School- Parent Workshops | Yes | \$500.00 | 500 |
| 4 | 4.10 | Special Education: Parent/Family Supports | No | \$40,000.00 | 40000 |
| 4 | 4.11 | Parent Support Liaison | Yes | \$110,479.02 | 110479.02 |
| 4 | 4.12 | Translators/ Interpreters: Mixteco | Yes | \$208,764.72 | 208764.72 |
| 4 | 4.13 | Translators/ Interpreters: Spanish | Yes | \$747,074.00 | 747074 |
| 4 | 4.14 | Contract for Interpreting Services | Yes | \$32,000.00 | 32000 |
| 4 | 4.15 | Panorama Surveys | No | \$20,000.00 | 20000 |

| 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) |
|--------------------|----------------------|---|--|--|---|
| 4 | 4.16 | Revamp and Maximize Accessibility to the District's Website (Web Content Analyst) | No | \$170,854.17 | 170854.17 |
| 4 | 4.17 | Board Room | Yes | \$350,000.00 | 350000 |
| 5 | 5.1 | Oxnard Empowers - Implementation of Strategic Plan | Yes | \$500.00 | 500 |
| 5 | 5.2 | Board of Education | No | \$1,710,237.00 | 1710237 |
| 5 | 5.3 | Resources: Superintendent | No | \$500,829.00 | 500829 |
| 5 | 5.4 | Professional Learning: Three District Days | Yes | \$1,758,239.13 | 1758239.13 |
| 5 | 5.5 | District Wide Banking of Minutes | Yes | \$1,653,648.00 | 1653648 |
| 5 | 5.6 | New Teacher Institute | No | \$25,000.00 | 25000 |
| 5 | 5.7 | Institute for New Administrators | Yes | \$15,000.00 | 15000 |
| 5 | 5.8 | Professional Collaboratives | No | \$0.00 | 0 |
| 5 | 5.9 | Collaboration Opportunities: Mathematics | Yes | \$500.00 | 500 |
| 5 | 5.10 | Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers | No | \$15,000.00 | 15000 |
| 5 | 5.11 | Collaboration Opportunities: Biliteracy | Yes | \$71,445.00 | 71445 |
| 5 | 5.12 | Collaboration Opportunities: Middle School | Yes | \$51,960.00 | 51960 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 5 | 5.13 | Collaboration Opportunites: Supporting the Implementation of State Standards and Frameworks | No | \$0.00 | 0 |
| 5 | 5.14 | Employee Onboarding | Yes | \$15,000.00 | 15000 |
| 5 | 5.15 | Educational Services: Management and Support Staff | No | 639166.40 | 639166.40 |
| 5 | 5.16 | Manager of Equity, Family and Community | Yes | \$207,727.71 | 207727.71 |
| 5 | 5.17 | Director of Pupil Services | Yes | \$467,442.09 | 467442.09 |
| 5 | 5.18 | Counselors | Yes | \$4,608,526.00 | 4608526 |
| 5 | 5.19 | District Family and Community Liaison | Yes | \$130,821.56 | 130821.56 |
| 5 | 5.20 | Outreach Specialists | Yes | \$1,944,353.29 | 1944353.29 |
| 5 | 5.21 | Mental Health Clinician | No | \$429,617.48 | 429617.48 |
| 5 | 5.22 | Healthy Start Social Workers | No | \$476,172.00 | 476172 |
| 5 | 5.23 | Health Assistants and/or Health Care Technicians (LVNs) | Yes | \$1,505,723.28 | 1505723.28 |
| 5 | 5.24 | Campus Assistants/Supervisors | Yes | \$4,667,807.00 | 4667807 |
| 5 | 5.25 | Recruitment, Selection and Retention of Human Capital | Yes | \$25,000.00 | 25000 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 5 | 5.26 | Recruitment: Classified Positions | Yes | \$25,000.00 | 25000 |
| 5 | 5.27 | Transitional Kindergarten Paraeducators | Yes | \$2,288,708.36 | 2288708.36 |
| 5 | 5.28 | Kindergarten Paraeducators | No | \$798,769.79 | 798769.79 |
| 5 | 5.29 | General Education Paraeducators | Yes | \$431,041.04 | 431041.04 |
| 5 | 5.30 | Opportunity Program Paraeducators | Yes | \$106,744.00 | 106744 |
| 5 | 5.31 | District Nurses | Yes | \$762,169.57 | 762169.57 |
| 5 | 5.32 | Communication Platforms | Yes | \$25,000.00 | 25000 |
| 5 | 5.33 | Internal Communication Systems | Yes | \$5,000.00 | 5000 |
| 5 | 5.34 | Communications from Central Office | Yes | \$125,000.00 | 125000 |
| 5 | 5.35 | Curriculum Council | No | \$0.00 | |
| 5 | 5.36 | Place Holder | | | |
| 5 | 5.37 | Required Accountability Templates | Yes | \$47,000.00 | 47000 |
| 5 | 5.38 | Practi-Cal Medical Billing | No | \$209,430.00 | 209430 |
| 5 | 5.39 | Student Technology Access and Annual Refresh | Yes | \$6,187,975.78 | 6187975.78 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$58,554,206 | \$58,685,033.00 | \$58,685,033.00 | \$0.00 | 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 | Academic Incentives and Recognitions | Yes | \$56,500.00 | \$56,500.00 | | |
| 1 | 1.5 | Implementation and Expansion of Biliteracy | Yes | \$57,500.00 | \$57,500.00 | | |
| 1 | 1.6 | Expand Primary Language Classroom and Site Libraries | Yes | \$120,000.00 | \$120,000.00 | | |
| 1 | 1.7 | Renaissance Software | Yes | \$2,000,000.00 | \$2,000,000.00 | | |
| 1 | 1.8 | Learning Management System | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.9 | Data Management Systems | Yes | \$230,000.00 | \$230,000.00 | | |
| 1 | 1.10 | Portfolio Management System: Transitional Kindergarten | Yes | \$16,560.00 | \$16,560.00 | | |
| 1 | 1.11 | Implementation of Grade-Level Standards | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.12 | Alignment of State Standards and Local Assessments | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.13 | Vertical and Horizontal Planning and Communication | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.14 | Project Based Learning | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.15 | Interdisciplinary Units | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.16 | Universal Design for Learning | Yes | \$20,000.00 | \$20,000.00 | | |

| 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 | 1.17 | Implementation of Essential Pedagogical Principles | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.18 | Implementation of the CA Frameworks | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.19 | Professional Learning Communities | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.20 | Developing Multilingualism | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.21 | Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.22 | Implementation of Oxnard EMPOWERS/ OSDs Master Plan | Yes | \$20,000.00 | \$20,000.00 | | |
| 2 | 2.1 | English Literacy Intervention: Lexia | Yes | \$591,945.00 | \$591,945.00 | | |
| 2 | 2.2 | Spanish Literacy Intervention: iStation-District Licenses | Yes | \$109,320.00 | \$109,320.00 | | |
| 2 | 2.3 | Mathematics Intervention: IXL | Yes | \$180,000.00 | \$180,000.00 | | |
| 2 | 2.4 | Mathematics Intervention: Math Labs | Yes | \$500.00 | \$500.00 | | |
| 2 | 2.5 | Interventions: Tier III and Special Education | Yes | \$500.00 | \$500.00 | | |
| 2 | 2.8 | Social Emotional Development | Yes | \$40,000.00 | \$40,000.00 | | |
| 2 | 2.10 | Literacy Intervention Teachers | Yes | \$6,500.00 | \$6,500.00 | | |
| 2 | 2.12 | Interventions: English Language Development | Yes | \$500.00 | \$500.00 | | |
| 2 | 2.13 | Universal Screening: Gifted and Talented | Yes | \$2,000.00 | \$2,000.00 | | |
| 2 | 2.16 | Attendance Technicians | Yes | \$2,028,056.00 | \$2,028,056.00 | | |
| 2 | 2.25 | Positive Behavior Supports (PBIS) | Yes | \$133,200.00 | \$133,200.00 | | |
| 2 | 2.26 | Safe Learning Environments | Yes | \$108,000.00 | \$108,000.00 | | |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 2 | 2.27 | School Resource Officers | Yes | \$235,851.00 | \$235,851.00 | | |
| 2 | 2.29 | Student Assemblies: Social Media and Positive Interactions | Yes | \$500.00 | \$500.00 | | |
| 2 | 2.30 | Transportation for General Education, Homeless and Foster Youth | Yes | \$75,000.00 | \$75,000.00 | | |
| 2 | 2.31 | Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento | Yes | \$80,000.00 | \$80,000.00 | | |
| 2 | 2.34 | Facilities | Yes | \$7,000,000.00 | \$7,000,000.00 | | |
| 3 | 3.1 | Developing Human Capital: PD for Strategic Plan Recommendations | Yes | \$10,000.00 | \$10,000.00 | | |
| 3 | 3.2 | Teachers on Special Assignment/Content Specialists | Yes | \$647,365.80 | \$647,365.80 | | |
| 3 | 3.3 | Professional Learning: Implementation of State Standards | Yes | \$266,375.00 | \$266,375.00 | | |
| 3 | 3.4 | Professional Learning: Central Management | Yes | \$8,000.00 | \$8,000.00 | | |
| 3 | 3.6 | Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists | Yes | \$86,736.00 | \$86,736.00 | | |
| 3 | 3.8 | Professional Learning for Teachers: Biliteracy | Yes | \$481,291.00 | \$481,291.00 | | |
| 3 | 3.9 | Professional Learning: Mathematics | Yes | \$262,147.00 | \$262,147.00 | | |
| 3 | 3.12 | Professional Learning: Health Education | Yes | \$18,738.00 | \$18,738.00 | | |
| 3 | 3.15 | Training and Professional Learning: STAR/myOn | Yes | \$832,990.00 | \$832,990.00 | | |
| 3 | 3.19 | Professional Learning: Restorative Practices | Yes | \$17,206.00 | \$17,206.00 | | |

| 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 | 3.20 | Professional Learning: Counselors | Yes | \$102,300.00 | \$102,300.00 | | |
| 3 | 3.21 | Professional Learning and Wellness for Staff | Yes | \$500.00 | \$500.00 | | |
| 3 | 3.22 | Professional Learning for Outreach Consultants (ORCs) | Yes | \$500.00 | \$500.00 | | |
| 3 | 3.23 | Training and Professional Learning for Substitute Teachers | Yes | \$15,000.00 | \$15,000.00 | | |
| 3 | 3.24 | Training and Professional Learning for Classified Staff | Yes | \$25,000.00 | \$25,000.00 | | |
| 3 | 3.27 | Training and Professional Learning: Data Management Systems | Yes | \$91,960.00 | \$91,960.00 | | |
| 3 | 3.28 | Training and Professional Learning: Communication Platforms | Yes | \$500.00 | \$500.00 | | |
| 3 | 3.32 | Review/Redesign Report Cards | Yes | \$27,950.00 | \$27,950.00 | | |
| 3 | 3.33 | Implementation of Required State Assessments | Yes | \$328,143.00 | \$328,143.00 | | |
| 3 | 3.35 | Textbook Adoptions | Yes | \$1,972,290.00 | \$1,972,290.00 | | |
| 3 | 3.36 | Additional Teachers Above Base Staffing | Yes | \$8,213,939.00 | \$8,213,939.00 | | |
| 3 | 3.37 | Maintain 24:1 TK- 3rd Grade Average | Yes | \$1,393,545.27 | \$1,393,545.27 | | |
| 3 | 3.38 | School Site Allocations to be Prioritized by School Site Council | Yes | \$2,969,348.00 | \$2,969,348.00 | | |
| 3 | 3.39 | Above Base/ Assistant Principals | Yes | \$3,907,200.00 | \$3,907,200.00 | | |
| 3 | 3.40 | Teacher Substitutes/ Site Assigned/ | Yes | \$743,883.75 | \$743,883.75 | | |
| 3 | 3.41 | Supplemental Instructional Materials | Yes | \$599,219.00 | \$599,219.00 | | |
| 4 | 4.3 | Family Resource Center | Yes | \$13,687.00 | \$13,687.00 | | |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 4 | 4.4 | Enrollment Center | Yes | \$564,380.00 | \$564,380.00 | | |
| 4 | 4.5 | Family Wrokshops: Diversity, Equity, and Inclusion | Yes | \$21,400.00 | \$21,400.00 | | |
| 4 | 4.6 | Parent/Teacher Teams | Yes | \$137,614.50 | \$137,614.50 | | |
| 4 | 4.7 | Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families | Yes | \$500.00 | \$500.00 | | |
| 4 | 4.8 | Supporting Cultural Proficiency and Focus on Equitable Practices | Yes | \$500.00 | \$500.00 | | |
| 4 | 4.9 | Transition to High School-Parent Workshops | Yes | \$500.00 | \$500.00 | | |
| 4 | 4.11 | Parent Support Liaison | Yes | \$22,095.82 | \$22,095.82 | | |
| 4 | 4.12 | Translators/ Interpreters: Mixteco | Yes | \$43,352.92 | \$43,352.92 | | |
| 4 | 4.13 | Translators/ Interpreters: Spanish | Yes | \$747,074.00 | \$747,074.00 | | |
| 4 | 4.14 | Contract for Interpreting Services | Yes | \$2,000.00 | \$2,000.00 | | |
| 4 | 4.17 | Board Room | Yes | \$350,000.00 | \$350,000.00 | | |
| 5 | 5.1 | Oxnard Empowers - Implementation of Strategic Plan | Yes | \$500.00 | \$500.00 | | |
| 5 | 5.4 | Professional Learning: Three District Days | Yes | \$1,758,239.13 | \$1,758,239.13 | | |
| 5 | 5.5 | District Wide Banking of Minutes | Yes | \$1,653,648.00 | \$1,653,648.00 | | |
| 5 | 5.7 | Institute for New Administrators | Yes | \$15,000.00 | \$15,000.00 | | |
| 5 | 5.9 | Collaboration Opportunities: Mathematics | Yes | \$500.00 | \$500.00 | | |

| 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) |
|--------------------|----------------------|---|---|--|---|---|---|
| 5 | 5.11 | Collaboration Opportunities: Biliteracy | Yes | \$71,445.00 | \$71,445.00 | | |
| 5 | 5.12 | Collaboration Opportunities: Middle School | Yes | \$51,960.00 | \$51,960.00 | | |
| 5 | 5.14 | Employee Onboarding | Yes | \$15,000.00 | \$15,000.00 | | |
| 5 | 5.16 | Manager of Equity, Family and Community | Yes | \$41,545.45 | \$41,545.45 | | |
| 5 | 5.17 | Director of Pupil Services | Yes | \$467,442.09 | \$467,442.09 | | |
| 5 | 5.18 | Counselors | Yes | \$4,608,526.00 | \$4,608,526.00 | | |
| 5 | 5.19 | District Family and Community Liaison | Yes | \$130,821.56 | \$130,821.56 | | |
| 5 | 5.20 | Outreach Specialists | Yes | \$1,944,353.29 | \$1,944,353.29 | | |
| 5 | 5.23 | Health Assistants and/or Health Care Technicians (LVNs) | Yes | \$1,505,723.28 | \$1,505,723.28 | | |
| 5 | 5.24 | Campus Assistants/Supervisors | Yes | \$4,667,807 | \$4,667,807 | | |
| 5 | 5.25 | Recruitment, Selection and Retention of Human Capital | Yes | \$25,000.00 | \$25,000.00 | | |
| 5 | 5.26 | Recruitment: Classified Positions | Yes | \$25,000.00 | \$25,000.00 | | |
| 5 | 5.27 | Transitional Kindergarten Paraeducators | Yes | \$275,060.54 | \$275,060.54 | | |
| 5 | 5.29 | General Education Paraeducators | Yes | \$431,041.04 | \$431,041.04 | | |
| 5 | 5.30 | Opportunity Program Paraeducators | Yes | \$106,744.00 | \$106,744.00 | | |
| 5 | 5.31 | District Nurses | Yes | \$762,169.57 | \$762,169.57 | | |
| 5 | 5.32 | Communication Platforms | Yes | \$25,000.00 | \$25,000.00 | | |
| 5 | 5.33 | Internal Communication Systems | Yes | \$5,000.00 | \$5,000.00 | | |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 5 | 5.34 | Communications from Central Office | Yes | \$125,000.00 | \$125,000.00 | | |
| 5 | 5.37 | Required Accountability Templates | Yes | \$47,000.00 | \$47,000.00 | | |
| 5 | 5.39 | Student Technology Access and Annual Refresh | Yes | \$1,667,843.99 | \$1,667,843.99 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 141,379,504 | \$58,554,206 | 0 | 41.416% | \$58,685,033.00 | 0.000% | 41.509% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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