



LCFF Budget Overview for Parents

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

CDS Code: 56-72546

School Year: 2026-27

LEA contact information:

Dr. Tom McCoy

Superintendent

(805) 385-2500

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

Budget Overview for the 2026-27 School Year

[This chart shows the total general purpose revenue Oxnard Union High School District expects to receive in the coming year from all sources.](#)

The text description for the above chart is as follows: The total revenue projected for Oxnard Union High School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oxnard Union High School District plans to spend \$ for the 2026-27 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

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

The text description of the above chart is as follows: In 2026-27, Oxnard Union High School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Oxnard Union High School District actually spent \$ for actions to increase or improve services for high needs students in 2026-27.



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 Union High School District	Dr. Tom McCoy Superintendent	thomas.mccoy@oxnardunion.org (805) 385-2500

Plan Summary [2026-27]

General Information

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

Oxnard Union High School District (OUHSD) enrolls 16,036 students in grades 9 through 12 across campuses in Oxnard, Camarillo, and Port Hueneme, drawing from seven TK–8 feeder districts to ensure an aligned K–12 continuum. Campus populations span a wide spectrum: Oxnard Middle College High School, with 168 students (72.8 percent socioeconomically disadvantaged, 2.1 percent English Learners, 0 percent foster youth), represents our most intimate learning community, whereas Pacifica High School, OUHSD’s largest campus, enrolls 3,219 students, 78.3 percent of whom are socioeconomically disadvantaged. Comprehensive sites include Adolfo Camarillo High School (1,932 students; 33.7 percent socioeconomically disadvantaged; 3.9 percent English Learners; 0.6 percent foster youth), Channel Islands High School (2,444 students; 84.3 percent socioeconomically disadvantaged; 21.8 percent English Learners; 0.1 percent foster youth), Hueneme High School (2,080 students; 88.9 percent socioeconomically disadvantaged; 22.7 percent English Learners; 0.2 percent foster youth), Oxnard High School (2,593 students; 70.6 percent socioeconomically disadvantaged; 11.7 percent English Learners; 0.8 percent foster youth), Rio Mesa High School (2,078 students; 67.5 percent socioeconomically disadvantaged; 17.3 percent English Learners; 0.2 percent foster youth), Rancho Campana High School (830 students; 18.9 percent socioeconomically disadvantaged; 1.7 percent English Learners; 0 percent foster youth), and Del Sol High School (411 students; demographic data pending due to recent opening). Alternative and charter programs, including ACE Charter High School (249 students), CAPE Charter High School (583 students), Condor High School (422 students; 70.9 percent socioeconomically disadvantaged; 14.9 percent English Learners; 0.7 percent foster youth), and Frontier High School (2,030 students; 32.1 percent socioeconomically disadvantaged; 2.5 percent English Learners; 0.4 percent foster youth), round out OUHSD’s portfolio, with Condor and Frontier designated as Equity Multiplier Schools in recognition of their high concentrations of low-income learners and marked non-stability indicators. Complementing these K–12 offerings, OUHSD operates the Anacapa Adult Transition Program, established in June 2021 to serve students aged 18–22 with intellectual and developmental disabilities through vocational, community-based,

and functional academic programming, as well as the Oxnard Adult School, which provides adult basic education, high school diploma and equivalency preparation, career technical certificates, English-language instruction, and citizenship courses. OUHSD employs 700 full-time certificated teachers, 760 classified staff, 51 certificated managers, and 23 classified managers. Enrollment data (N = 16,036) were drawn from the OUHSD Student Information System (OUHSD SIS, 2025), and campus demographic percentages reflect the annual reports published by Ed-Data.org (Ed-Data Partnership, 2025) and the California School Dashboard (California Department of Education, 2025).

The district's demographics echo the Oxnard Plain's rich cultural mosaic: 82 percent of students identify as Hispanic/Latinx, 9 percent as White, 3 percent as Filipino, 2 percent as Asian, and 1 percent as African American, with American Indian, Pacific Islander and multiracial students comprising the remainder. More than half of OUHSD learners reside in households where English is not the primary language; 16 percent require English Learner services, 11 percent receive special education, nearly 3 percent experience homelessness and 2 percent are in foster care. Approximately 69 percent qualify as socioeconomically disadvantaged. These indicators drive OUHSD's equity imperative, manifested through tiered instructional supports, bilingual programming, foster and homeless youth liaisons and culturally responsive professional development.

Geographically, OUHSD spans fertile coastal plains, urban centers and riverine corridors. Since Oxnard's incorporation in 1903, and its emergence as Ventura County's largest city and California's twenty-second by population, mid-century expansion has shaped residential neighborhoods, commercial districts and Channel Islands Harbor. OUHSD's boundaries reflect that growth, encompassing agricultural tracts, mixed-use developments and shoreline communities that contend with housing affordability pressures, wildfire and flood vulnerabilities and the ongoing imperative of post-pandemic recovery. Strategically situated along U.S. 101, State Route 1, Amtrak, Metrolink and key bus routes and adjacent to the Port of Hueneme and Naval Base Ventura County, OUHSD leverages these assets through robust career-technical pathways, dual-enrollment partnerships with Oxnard College and California State University Channel Islands, and industry collaborations spanning agriculture, advanced manufacturing, health sciences and digital arts.

Anchored by the vision "Creating Prosperity through Equity, Inquiry and Wellness," OUHSD's 2025–26 strategic agenda centers on three core goals: refining instructional excellence through more targeted, inclusive and engaging pedagogy, supported by expanded professional development with a focus on grading for equity / mastery, inclusive curriculum design and strengthened bilingual proficiency, to ensure every student graduates prepared for college, career and life; advancing college and career readiness by broadening AP/IB sections, dual-enrollment and work-based learning experiences, alongside enhanced A–G counseling and CTE pathway supports; strengthening Multi-Tiered Systems of Support and school climate via Wellness Centers, Tier 1 MTSS enriched with restorative practices and integrated student-voice protocols to promote academic achievement and social-emotional well-being. These goals are realized in partnership with families, higher-education institutions, local industry and community organizations to ensure every learner is equipped to thrive in our region and beyond.

OUHSD maintains its commitment to ensuring a prosperous future for every child. With this commitment in mind, the language used to identify students from unduplicated pupil groups is framed from a student-first perspective, within the Plan Summary and Engaging Educational Partner sections. The term students who are multilingual learners will be used to describe English Learners. The term students in foster care will describe foster youth. Similarly, students who qualify for McKinney Vento services will be used to describe homeless youth, and students with an individualized education plan will describe special education students. This terminology provides an explanation of a difference in terminology used on the California Dashboard as compared to those in use in OUHSD's LCAP. When reporting data about student performance, as shown on the CA Dashboard.

Reflections: Annual Performance

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

Upon reviewing annual performance data from the California School Dashboard and local metrics, OUHSD has identified key areas of growth and persistent challenges, each shaping our 2025–26 LCAP priorities and resource allocations.

Goal 1: Instruction

Instructional quality continues to improve, with districtwide graduation rates reaching 91.4 percent. Graduation rates for students who are multilingual learners increased notably to 84 percent, and rates for students who are socioeconomically disadvantaged reached 90.7 percent. Expanded AP/IB offerings, dual enrollment, and culturally responsive professional learning contributed to classroom rigor. Despite these improvements, 46.27 percent of all students met or exceeded standards in ELA on the most recent CAASPP, underscoring ongoing literacy challenges. Implementation delays impacted Welcome Centers, intended to assist students new to the county. Progress on the State Seal of Biliteracy significantly increased from 378 to 538 awards, closely approaching the 550 target set for 2024–25.

Goal 2: College, Career, and Life Readiness

A-G completion increased to 39.2 percent, up from 35.3 percent the prior year, indicating growth but remaining below the 50 percent target. FAFSA/CADAA submissions rose modestly from 74 to 77 percent, but still fell short of the 85 percent target. Participation in AP exams slightly increased from 21.4 percent to 21.6 percent, while Career Technical Education (CTE) completion notably rose from 26 percent to 40.7 percent, demonstrating substantial growth. Nevertheless, persistent equity gaps remain for students who are multilingual learners, students in foster care, and students with individualized education plans in advanced coursework, prompting targeted interventions for A-G support, financial aid counseling, and CTE recruitment.

Goal 3: MTSS and School Climate

All campuses operate Wellness Centers and implement Tier 1 MTSS frameworks. YouthTruth survey results indicate improvements in students' perceptions of belonging and safety, accompanied by districtwide suspension reductions. Chronic absenteeism, however, remains a significant concern, exceeding 30 percent overall, with higher rates among students who qualify for McKinney-Vento services and students who are socioeconomically disadvantaged. Expanded mentorship programs, real-time attendance monitoring, and community liaison outreach efforts will scale up in response during 2024–25.

Goal 4: Equity-Multiplier Focus – Frontier High

Frontier High School continues to address high non-stability rates with targeted support strategies, which have reduced chronic absenteeism among newly enrolled students from 42 percent to 31 percent. The school's suspension rate remains high at 15 percent overall, particularly elevated for students who are multilingual learners and students who are socioeconomically disadvantaged. Frontier High showed significant academic challenges, with English Learner progress at 26.5 percent and an ELA Distance from Standard (DFS) of –171.8, necessitating intensive support through professional development and instructional coaching.

Goal 5: Alternative Education – Condor High

Condor High School transitioned to a structured, credit-bearing onboarding course, increasing student engagement and reducing chronic absenteeism by 11 percentage points for newly enrolled students. The school's implementation of PBIS initiatives has effectively maintained low office referrals. However, Condor High continues to report low outcomes in A-G completion and College/Career readiness indicators.

Despite these advancements, chronic absenteeism, CAASPP proficiency, and equitable access to advanced coursework remain ongoing concerns.

In evaluating student groups and schools with the lowest performance, the following critical areas have been accurately identified:

English Learner Progress:

Frontier (26.5 percent), Hueneme (28.8 percent), and Condor (36.4 percent) high schools report the district's lowest English Learner Progress Indicator (ELPI) rates, necessitating intensified professional learning and targeted supports for multilingual learners.

ELA & Mathematics Performance:

Frontier High's ELA Distance from Standard (DFS) remains critically low at -165.3, while mathematics performance for multilingual learners at Oxnard High shows a severe gap of -198.9 DFS. Both metrics highlight ongoing instructional needs, prompting expanded coaching, embedded formative assessments, and targeted tutoring interventions.

Suspension Rates:

Frontier High's suspension rate is notably elevated at 17.4 percent, particularly impacting students who are multilingual learners and those who are socioeconomically disadvantaged. This underscores the necessity of deeper training in restorative practices and additional counseling supports.

Graduation Rates:

Graduation rates at Condor and Hueneme high schools remain a concern, especially for multilingual learners, both of which are below the 80 percent benchmark, requiring strategic interventions such as expanded credit-recovery opportunities and targeted scheduling adjustments.

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 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.

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

Channel Islands High (All student in lowest performance level) – ELA, Math

Condor High (All student in lowest performance level) – English Language Progress, ELA, Math, Graduation

Frontier High (All student in lowest performance level) – English Language Progress, ELA, Suspension, College/Career Readiness

Hueneme High (All student in lowest performance level) – English Language Progress, ELA

Oxnard High (All student in lowest performance level) – ELA, Math

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

ALL Students – Math

English Learners – Suspension Rate

Foster Youth – Suspension Rate

Homeless (HOM) – ELA, Math, Suspension Rate

Low-income (LI) – ELA, Math

Hispanic (HI) – ELA, Math

Student with Disabilities (SWD) – Suspension, College/Career Readiness

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

Adolfo Camarillo High:

ELA – SWD

Math – SWD

Suspension Rate – EL

Channel Islands High:

ELA – ALL, EL, LI, SWD, HI

Math – ALL, EL, LI, HI

Suspension Rate – EL, SWD

College/Career Readiness – SW

Condor High:

English Language Progress – EL

ELA – ALL, LI, HI

Math – ALL, LI, HI

Graduation Rate – ALL, LI, HI

College/Career Readiness – HOM, HI

Frontier High:

English Language Progress – ALL, EL

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

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

Hueneme High:

English Language Progress – EL

ELA – ALL, LI, HI

Math – LI
Suspension Rate – SWD
Graduation Rate – EL
College/Career Readiness – EL, SWD

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

Pacifica High:
Suspension Rate – HOM, SWD, WH
College/Career Readiness – SWD

Rio Mesa High:
Math – LI, SWD
College/Career Readiness – SWD

Addressing State Priority 7A — Access to a Broad Course of Study

OUHSD ensures all students have equitable access to a comprehensive program of study by leveraging Synergy, the district's student information system, along with Cardonex, the master-scheduling platform. Throughout the 2024–25 academic year, counseling teams, case managers, RIC counselors, and special program personnel regularly utilized these tools to conduct transcript audits, identify gaps in course enrollment, and adjust student placements in real time, prioritizing supports for students who are multilingual learners, students in foster care, students who qualify for McKinney-Vento services, and students with Individualized Education Plans (IEPs). Concurrently, Instructional Support Services, Special Education, and CTE leadership teams collaborated through the District Curriculum Committee to refresh the district's master course list, ensuring continued alignment with UC/CSU A–G requirements, Education Code sections 51220 and 51225.3, and Board Policy 6146.1. Regular monitoring of enrollment dashboards for A-G courses, AP/IB, Visual and Performing Arts (VAPA), and Career Technical Education (CTE), paired with feedback from LCAP educational partner sessions, helps the district maintain equitable course participation across diverse student groups.

OUHSD maintains extensive curricular offerings, including four-year pathways in English Language Arts (from foundational ESL to AP Literature), a comprehensive three-year science sequence aligned to the Next Generation Science Standards (NGSS), and mathematics offerings from Integrated Math I through AP Calculus. English Language Development courses include both designated and integrated instructional models. Twenty-three distinct CTE pathways provide career readiness opportunities ranging from health sciences to advanced manufacturing. Del Sol and Rio Mesa high schools offer the International Baccalaureate Middle Years Programme (MYP) for grades 9–10 and Diploma Programme (DP) courses or full diploma options for grades 11–12. Alternative offerings such as Oxnard Online and flexible scheduling models support personalized learning and credit recovery pathways aligned with state standards.

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the COVID-19 pandemic to support schools in their long-term recovery efforts. The grant is intended to address student learning, mental health, and overall well-being. LREBG provides one-time funds to LEAs for learning recovery initiatives through the 2027–28 school year. OUHSD currently does not have any unexpended LREBG funding.

District analyses indicate that despite overall equitable enrollment patterns, students who are multilingual learners and students with IEPs continue to be underrepresented by 3–5 percentage points in AP/IB courses and certain high-demand CTE strands. To address these disparities, the 2024–25 LCAP includes specific actions, such as targeted recruitment strategies and deploying bilingual paraeducators to support content-area access for newly arrived students. Barriers such as transportation and device access have been addressed to further improve equitable course access.

Looking ahead, OUHSD is implementing several strategic improvements. Additional staff professional development will enhance language access strategies across all courses. Industry-linked CTE pathways and dual-enrollment partnerships with local colleges will continue to support college and career readiness. Ninth-grade Ethnic Studies continues as a graduation requirement, deepening cultural relevance and critical-thinking skills. Finally, districtwide initiatives emphasizing culturally responsive teaching practices and equitable grading, combined with campus-based Wellness Specialists and enhanced family-engagement initiatives, will align rigorous academic programming with robust social-emotional supports. These integrated efforts reinforce OUHSD’s commitment to providing each student, regardless of background, a rigorous, inclusive, and forward-thinking educational experience.

Reflections: Technical Assistance

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

As part of the 2025–26 planning cycle, Oxnard Union High School District (OUHSD) received Differentiated Assistance based on Dashboard data indicating that Students with Disabilities (SWD) demonstrated persistently low performance in both Priority 4 (Academic Indicator - CAASPP results) and Priority 6 (School Climate - suspension rates). This identification highlights urgent and ongoing needs to improve academic outcomes and reduce exclusionary discipline practices for this student group.

In partnership with the Ventura County Office of Education, OUHSD conducted a comprehensive root cause analysis that identified three key barriers contributing to underperformance for SWD: 1) limited access to consistent and targeted academic interventions aligned to students’ Individualized Education Plans (IEPs); 2) a need for enhanced implementation of inclusive, linguistically responsive teaching practices in general education settings; and 3) social-emotional needs related to trauma and school engagement, which require increasingly responsive and coordinated behavioral supports.

In response, the district has expanded evidence-based instructional supports, including professional learning on Universal Design for Learning (UDL), co-teaching models, and El Achieve’s “Building the Base” strategies to support inclusive classrooms. The “Systematic ELD” curriculum has been adopted and adapted to meet the specific needs of SWD who are also English Learners. The Restorative Intervention Campus (RIC) Program exemplifies the district’s commitment to delivering responsive, student-centered support through its Multi-Tiered

System of Supports (MTSS). Leveraging advanced data tools and six-week intervention cycles, the RIC team identifies students through multiple data points, grades, A–G status, attendance, and wellness, and responds with tailored academic, behavioral, and social-emotional services. Counselors and administrators receive real-time dashboards and weekly data reports to monitor progress and coordinate interventions; a cross-functional team that includes counselors, assistant principals, LIT coaches, and student wellness staff engages in structured case consultations through the Intervention Response Team (IRT) process. The program’s collaborative approach ensures that services are not only data-informed but also grounded in teacher insight and direct student feedback. With over 1,270 students supported in its first year and 84% of surveyed students describing RIC as extremely or very helpful, the program represents a significant investment in strengthening inclusive practices and accelerating achievement across student groups

Family and caregiver engagement remains integral to the district’s strategy, with ongoing informational sessions and workshops designed to build collaborative home-school partnerships. OUHSD maintains a commitment to continuous improvement, regularly analyzing data and incorporating feedback into strategy adjustments. For the 2025–26 school year, OUHSD has committed to collaboratively reviewing and updating the district's existing English Learner (EL) Master Plan to ensure alignment with current needs and best practices

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.

Based on the 2024–25 ESSA Assistance Status Report, OUHSD is proud to announce that both Frontier High School and Condor High School have exited the CSI federal school support designation. As a result, there are currently no schools in the district 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.

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Parents, students, union staff, certificated staff, classified staff, community members, site principals and district administrators, SELPA, and equity multiplier partners.</p>	<p>The district actively engaged educational partners through a mix of in-person and online meetings held at the district office. This included parents, students, teachers, union and classified staff, SELPA, and site and district administrators. Meetings were well-publicized online and across all school sites during the fall and spring terms to encourage wide participation.</p> <p>Input was vigorously sought during these meetings and through online surveys at each session's end. We set up systems for educational partners to provide input, feedback, and recommendations, which were then reflected upon during program reviews led by Educational Services Department Directors.</p> <p>Review sessions during committee meetings focused on key metrics such as the CA Dashboard, including State and Local Indicators, and results from district-wide surveys. Reports from Educational Services Directors were shared, facilitating discussions in various advisory committees like the BAAEAC, DELAC, the Inclusivity Taskforce, LCAP PAC, LCAP DCC, and the Wellness Committee. These discussions aimed to enhance students' academic achievement, attendance, social-emotional health, and instructional quality.</p> <p>The process also featured All Partner Kickoff meetings and a public hearing about the Budget Overview for Parents (BOP) on May 28, 2025, to foster inclusive dialogue. Input was also collected during</p>

Educational Partner(s)	Process for Engagement
	<p>School Site Council and ELAC Meetings, LCAP PAC, Superintendent Student Advisory meetings, as well as District Leadership Team meetings and collaborations with the Ventura County SELPA. The community had the opportunity to offer feedback via the district website, and the Governing Board was kept informed through public meetings and the district's weekly updates. A public hearing was held on May 28, 2025, with no public comments received. The OUHSD Board formally adopted the updates on June 18, 2025.</p> <p>OUHSD ensured a collaborative approach in developing the Annual Update for the 2024-25 LCAP by establishing structures where educational partners could reflect on and discuss the impact of LCAP actions. This review included both qualitative and quantitative data related to each of the three LCAP goals. Feedback specific to the LCAP was gathered during advisory committee meetings scheduled on specific dates throughout the year, significantly influencing the development of the 2024-2025 Annual Update of the LCAP. The detailed meeting dates for advisory committees were as follows: Black-African/American Educational Advisory Committee [BAAEAC] (10/02, 10/30, 01/29, 03/19, 05/14), District English Learner Advisory Committee [DELAC] (09/07, 10/05, 11/02, 12/07, 02/01, 03/09, 04/19, 05/09), Inclusivity Taskforce (10/02, 12/11, 02/05, 04/02, 05/14), LCAP Parent Advisory Committee [LCAP PAC] (10/02, 12/04, 03/05, 05/14), LCAP District Consultation Committee [LCAP DCC] (10/17, 11/08, 12/13, 03/21, 04/18), Special Education District Advisory Council (10/17, 01/14, 03/11, 5/14) and Wellness Committee (09/17, 12/10, 02/04, 04/29).</p>

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

Educational partner engagement was fundamental in shaping the 2025–26 LCAP, building upon feedback gathered throughout the first year of the three-year planning cycle and aligning with the district’s strategic commitments. Engagement activities included the OUHSD Faculty LCAP Survey, meetings of the District English Learner Advisory Committee (DELAC), School Site Councils, Inclusivity Taskforce, student focus groups, the Black and African American Educational Advisory Committee (BAAEAC), and CSI planning sessions. Survey data from YouthTruth, How to Be Successful, and Student Belonging Surveys also significantly informed priorities, affirming the instructional direction while highlighting continued needs around equity, access, and rigor.

Goal 1 actions were refined to deepen culturally and linguistically responsive teaching and enhance equitable access to rigorous coursework. Educational partners advocated for deeper student engagement and more inclusive instructional practices. Thus, targeted professional development initiatives will continue, including culturally responsive pedagogy cohorts and site-based coaching via Instructional Content Specialists and Learning-Instruction Technology Coaches. Professional Learning Communities (PLCs) are further enriched through expanded implementation of the Lesson Study cycle and targeted job-alike sessions. Professional development also includes LGBTQ+-affirming practices aligned with Inclusivity Taskforce priorities. AP/IB access, dual enrollment options, and inclusive club sponsorship opportunities have been broadened, complemented by curricular revisions that embed inclusivity. Outcomes metrics are now further disaggregated by unduplicated student groups and subgroups to improve precision in evaluating graduation rates, suspensions, and ELA and math proficiency.

Goal 2 emphasizes continued enhancements in post-secondary readiness, responding directly to family, counselor, and advisory group feedback that stressed the importance of clear A–G guidance, expanded career pathways, and strengthened mentorship opportunities. The district has partnered with the University of California for systematic transcript audits and embedded focused professional development to assist teachers, counselors, and administrators. Tailored family and student presentations clarify A–G requirements. Additionally, authentic career exposure opportunities and simulated work-based learning experiences continue to be supported. Feedback from the BAAEAC was instrumental in maintaining the district’s Historically Black Colleges and Universities (HBCU) tour and introducing a wellness series aimed at fostering student connections, leadership skills, and goal-setting, supporting students throughout their transition from high school to post-secondary pathways.

Goal 3 emerged in response to input emphasizing robust wraparound supports and greater linguistic accessibility, as articulated by family liaisons, student focus groups, advocates for students in foster care, and broader survey feedback. The district sustains funding for multilingual learners and newcomers, expands intervention counseling specifically targeted to students who qualify for foster youth services and those who are socioeconomically disadvantaged, and integrates student voice into decision-making protocols. Professional development continues to incorporate LGBTQ+-affirming content, reflecting student priorities expressed at the Peer Affinity Summit. New local indicators have been added to measure students’ sense of belonging, reclassification rates of multilingual learners, and the effectiveness of intervention systems.

Goals 4 and 5, specifically addressing equity multiplier strategies at Condor and Frontier High Schools, were directly shaped by CSI teams and local educational partner input. At Frontier, educational partners emphasized reducing student instability through embedded tutoring, staff mentoring, enhanced MTSS support, and late-bus transportation funded by Title I and CSI resources. Despite staffing delays for bilingual paraeducators, funding was maintained and recruitment milestones set for 2025–26. At Condor, feedback underscored the need for greater structure and stronger student–staff relationships, prompting the district to replace drop-in tutoring with a credit-bearing onboarding course, introduce a full-time Wellness Specialist for consistent engagement monitoring, and enhance PBIS systems through student- and staff-driven activities. Professional development and PLCs at Condor were integrated into existing collaboration structures to prevent initiative overload and maintain flexibility inherent to alternative education settings.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Oxnard Union High School District has revised Goal 1 for the 2024–27 LCAP to maintain our focus on enhancing and refining our instructional program to ensure that every student graduates prepared for college, career, and life. In Year 2 of the 2024–27 LCAP, this goal continues to be grounded in our commitment to equity and academic excellence, particularly for English Learners (including Long-Term English Learners), Foster Youth, and Homeless Youth. Updated data from the 2024 California Dashboard and continued community engagement affirm both the necessity of this goal and the progress achieved.

Informed by recent student outcomes and partner feedback, our strategies continue to evolve. Key educational partners—including parents, students, educators, and staff, emphasized equitable access to high-quality instruction and culturally responsive practices. As a result, the district expanded performance metrics, established differentiated subgroup targets, and prioritized investments in professional development such as lesson study cycles, instructional rounds, inclusive curriculum design, and multilingual supports.

Year 2 performance data reflect encouraging trends:

Graduation rates improved across key subgroups, with English Learners increasing from 78.3% to 84%, Foster Youth from 74.1% to 86.4%, and Socioeconomically Disadvantaged students from 88.8% to 90.7%.

English Learner progress on the ELPAC increased, with the percentage of students achieving "Moderately Developed" rising from 31.14% to 33.52%, and "Well Developed" improving from 12.2% to 14.80%. Additionally, the proportion progressing at least one ELPI level rose from 38.3% to 46.2%.

CAASPP (SBAC) performance also showed modest improvement, with overall ELA proficiency increasing from 42.15% to 46.27%, and mathematics proficiency rising from 15.01% to 18.18%. Growth was noted among Socioeconomically Disadvantaged students and Students with Disabilities, though significant achievement gaps persist.

Recognition through state seals rose significantly: the State Seal of Biliteracy awards grew from 378 to 538, and the State Seal of Civic Engagement awards increased from 2 to 41.

These outcomes reflect district-wide efforts to enhance instructional practices and align targeted supports to student needs. However, challenges remain, particularly evident in persistent achievement gaps on CAASPP ELA and mathematics for English Learners and Students with Disabilities. Science assessments revealed promising improvement for all students (from 11.49% to 22.65%), though proficiency for English Learners remains notably low at 0.36%, highlighting the urgent need for intensified instructional interventions and additional support structures.

Goal 1 continues to prioritize not only academic proficiency but also the critical conditions necessary for success, including access to high-quality instructional materials, effective teaching practices, student well-being, and meaningful school-home partnerships. Consequently, the district maintains strong investments in professional learning communities, targeted interventions, instructional coaching, bilingual support personnel, and expanded family outreach efforts.

This goal aligns directly with Board Priority 1 – INSTRUCTION. Ongoing use of disaggregated student outcome metrics enables the district to assess and refine supports for subgroups demonstrating the greatest needs. Through this strategic and data-informed approach, OUHSD remains committed to equitable educational experiences, ensuring every student's readiness for graduation and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Re-Designated Fluent English Proficient (RFEP) percentage	Source: 2023-24 district data	Source: 2024-25 district data		Source: 2026-27 district data	-5.99% RFEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		19.39% RFEP	13.4%% RFEP		25% RFEP	
1.2	English Learner Progress Indicator: Percent of students Moderately developed (3) and above on ELPAC	Source: 2023 CA Dashboard Moderately developed = 31.14% Well developed = 12.2% Percentage of students who progressed at least one ELPI = 38.3%	Source: 2024 CA Dashboard Moderately developed = 33.52% Well developed = 14.80% Percentage of students who progressed at least one ELPI = 46.2%		Source: 2026 CA Dashboard Moderately developed = 45% Well developed = 25% Percentage of students who progressed at least one ELPI = 60%	Moderately developed = +2.38% Well developed = +2.6% Percentage of students who progressed at least one ELPI = +7.9%
1.3	High school graduation rates	Source: 2023 CA Dashboard All = 89.6% EL = 78.3% FY = 74.1% HOM = 87.5% LI = 88.8% SWD = 76%	Source: 2024 CA Dashboard All = 91.4% EL = 84% FY = 86.4% HOM = 86.9% LI = 90.7% SWD = 80.9%		Source: 2026 CA Dashboard All = 92.5% EL = 80% FY = 77% HOM = 92.5% LI = 90% SWD = 81%	All = +1.8% EL = +5.7% FY = +12.3% HOM = -.6% LI = +1.9% SWD = +4.9%
1.4	SBAC English Language Arts Increase the percentage of ALL students scoring Standard Exceeded & Standard Met	2022-23 ed-data.org All: 42.15% Met or Exceeded EL: 4.5% Met or Exceeded FY = Data not available due to the number of FY students LI =	2023-24 ed-data.org All: 46.27% Met or Exceeded EL: 5.99% Met or Exceeded FY =		2025-26 ed-data.org All: 50% Met or Exceeded EL: 15% Met or Exceeded FY =	All: +4.12% Met or Exceeded EL: +1.49% Met or Exceeded FY = Data not available due to the number of FY students LI =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		35.46% Met or Exceeded SWD = 11.73%	Data not available due to the number of FY students LI = 41.57% Met or Exceeded SWD = 12.38%		Data not available due to the number of FY students LI = 45% Met or Exceeded SWD = 20%	+6.11% Met or Exceeded SWD = +.65%
1.5	SBAC Mathematics Increase the percentage of ALL students scoring Standard Exceeded & Standard Met	2022-23 ed-data.org All: 15.01% Met or Exceeded EL: .78% Met or Exceeded FY: Data not available due to the number of FY students LI: 9.84% Met or Exceeded SWD = 2.64%	2023-24 ed-data.org All: 18.18% Met or Exceeded EL: .79% Met or Exceeded FY: Data not available due to the number of FY students LI: 13.49% Met or Exceeded SWD = 2.05%		2025-26 ed-data.org All: 25% Met or Exceeded EL: 10% Met or Exceeded FY: Data not available due to the number of FY students LI: 20% Met or Exceeded SWD = 5%	All: +3.17% Met or Exceeded EL: +.01% Met or Exceeded FY: Data not available due to the number of FY students LI: +3.65% Met or Exceeded SWD = -.59%
1.6	SBAC – CA Statewide Assessment Science Percentage of student performing at Standard Met and Standard Exceeded (State Priority 4A)	Source: 2022-23 Dataquest ALL: 11.49% EL: .76% FY: Student group too small to report HOM: 10.84% LI: 9.36% SWD: 1.85%	Source: 2023-24 Dataquest ALL: 22.65% EL: .36% FY: Data not available due to the number of FY students HOM: 9.76% LI: 17.51%		Source: 2025-2026 Dataquest ALL: 35% EL: 35% FY: Student group too small to report HOM: 35% LI: 35% SWD: 35%	ALL: 11.16% EL: -.4% FY: Student group too small to report HOM: -1.08% LI: +8.15% SWD: +4.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 6.4%			
1.7	Number of Graduates Earning: State Seal of Biliteracy Golden State Seal of Merit (GSSM) State Seal of Civic Engagement (SSCE)	2022-23 Local SIS SSB: 378 GSSM: 958 SSCE: 2	2023-24 Local SIS SSB: 538 GSSM: 1114 SSCE: 41		2025-26 Local SIS SSB: 550 GSSM: 1,250 SSCE: 100	SSB: +80 GSSM: +156 SSCE: +26
1.8	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 5 - Full Implementation and Sustainability (State Priority 2A & 2B)	Source: 2022-2023, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 3 Next Generation Science Standards: 4 History-Social Science: 3 Career Technical Education: 3 Health Education Content Standards: 4 Physical Education Model Content Standards: 4 Visual and Performing Arts: 4 World Language: 4	Source: 2023-2024, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 3 Next Generation Science Standards: 4 History-Social Science: 3 Career Technical Education: 4 Health Education Content Standards: 4		Source: 2025-2026, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4 Career Technical Education: 4 Health Education Content Standards: 5	Standards & Rating ELA-CCSS: ELD (Aligned to ELA): Maintained Mathematics-CCSS: Maintained Next Generation Science Standards: Maintained History-Social Science: Maintained Career Technical Education: +1 Health Education Content Standards: Maintained Physical Education Model Content Standards: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4, with Mathematics and History-Social Science in 3</p> <p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4</p> <p>Identifying professional learning needs of individual teachers: 4</p> <p>Providing support for teachers on standards not yet mastered: 3</p>	<p>Physical Education Model Content Standards: 4 Visual and Performing Arts: 4 World Language: 4</p> <p>Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4, with Mathematics and History-Social Science in 3</p> <p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4</p> <p>Identifying professional learning needs of individual teachers: 4</p> <p>Providing support for teachers on standards not yet mastered: 3</p>		<p>Physical Education Model Content Standards: 4 Visual and Performing Arts: 5 World Language: 5</p> <p>Professional Development, Instructional Materials, Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4</p> <p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5</p> <p>Identifying professional learning needs of individual teachers: 5</p>	<p>Visual and Performing Arts: Maintained World Language: Maintained</p> <p>Professional Development, Instructional Materials, Policy & Program Support: ELA-CCSS: Maintained ELD (Aligned to ELA): Maintained Mathematics-CCSS: Maintained Next Generation Science Standards: Maintained History-Social Science: Maintained</p> <p>Engagement of School Leadership: Maintained Identifying professional learning needs of teachers/staff as a whole: Maintained</p> <p>Identifying professional</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Providing support for teachers on standards not yet mastered: 4	learning needs of individual teachers: Maintained Providing support for teachers on standards not yet mastered: Maintained
1.9	Student access to standards-aligned instructional materials (State Priority 1B)	Source: 2022-23 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2023-24 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%		Source: 2025-2026 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: Maintained
1.10	Fully credentialed and appropriately assigned teachers (Priority 1A)	Source: 2022-23 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 88.2%	Source: 2023-24 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 95%		Source: 2025-26 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 95%	Clear Teaching Credential: Percentage of teachers teaching full-time: NA Comparison to Statewide Average: Average NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Comparison to Statewide Average: Above	Comparison to Statewide Average: Above		Comparison to Statewide Average: Average	
1.11	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class 80% or more of the school day (State Priority 7C)	Source: 2023-24 Fall CALPADS Report 16.13 Fall ALL: 40%	Source: 2024-25 Fall CALPADS Report 16.13 Fall ALL: 41%		Source: 2026-27 Fall CALPADS Report 16.13 Fall ALL: 55%	ALL: +.01%
1.12	Increase the number of students earning grades (Q2/S1).	Source: 2023-24 Synergy SIS School Year A-C grades (Q2/S1) = 81.2%	Source: 2024-25 Synergy SIS School Year A-C grades (Q2/S1) = 82%		Source: 2026-27 Synergy SIS School Year A-C grades (Q2/S1) = 85%	A-C grades (Q2/S1) = +.8%
1.13	Increase the number of students earning A-C grades (Q2/S1).	Source: 2023-24 Synergy SIS All: A-C grades = 81.2% EL: A-C Grades = 67.4% FY: A-C Grades = 71.1% LI:	Source: 2024-25 Synergy SIS All: A-C grades = 82% EL: A-C Grades = 67.7% FY: A-C Grades = 77%		Source: 2026-27 Synergy SIS All: A-C grades = 85% EL: A-C Grades = 75% FY: A-C Grades = 75% LI:	All: A-C grades = +.8% EL: A-C Grades = +.3% FY: A-C Grades = +5.9% LI:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		A-C Grades = 75.9%	LI: A-C Grades = 80.1%		LI: A-C Grades = 80%	A-C Grades = +4.2%
1.14	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0		Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Deficiencies and Extreme Deficiencies: Maintained

Goal Analysis [2025-26]

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

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

The district made significant progress implementing Goal 1 actions, with two partial exceptions. Welcome Centers (Action 1.2) were not expanded to all sites due to strategic shifts in funding priorities, and Instructional Rounds and Professional Learning Communities (Action 1.15) were implemented variably across campuses. While all instructional staff participated in districtwide professional development on Lesson Study and peer observation, the complete observation-debrief-reflection cycle was piloted at Rio Mesa High School and two additional sites. These efforts laid the groundwork for continued instructional coherence at pilot sites, though full implementation was not pursued districtwide in 2024–25.

Successful Implementation:

Action 1.1 Professional Development

Over 60 districtwide sessions were delivered in alignment with the master calendar, including Canvas work sessions, AVID and AP collaboration, EL Achieve pedagogy training, and subject-specific workshops. The Canvas-based “Grading for Equity / Mastery 2.0” course was launched, supporting Board Policy 5121 implementation. Cross-disciplinary PLCs, job-alike sessions, and site-based PD days allowed for lesson design, data review, and reflection tied to multilingual learner supports and equitable grading.

Action 1.3 EL Literacy Professional Development (EL Achieve)

Tiered Constructing Meaning and Building the Base workshops were offered by EL Coaches in collaboration with content teachers. Training emphasized the integration of language objectives into lessons and included site-based coaching and modeling.

Action 1.4 Language Acquisition & Redesignation

ELPAC training, progress monitoring tools, and site-level redesignation protocols were implemented consistently.

Action 1.5 CAASPP Preparation

Interim assessments were administered across all campuses in ELA, math, and science, with site-level data protocols supporting the design of instructional modules and targeted skills-based instruction in ELA and mathematics.

Action 1.6 Advanced Placement & IB

Professional development included AP Summer Institutes and in-service sessions designed to support vertical alignment and exam preparation. IB workshops were offered for both Del Sol and Rio Mesa High Schools.

Action 1.7 Seals of Biliteracy, Merit, & Civic Engagement

Site teams collaborated with counseling and registrar offices to expand systems for eligibility monitoring, application support, and data entry. Civic Engagement pathways and outreach were supported by the Instructional Support Services and site leadership teams.

Action 1.8 Instructional Content Specialists & Librarians

Instructional Specialists partnered with departments to revise units, co-plan lessons, and model instructional strategies. Digital integration and access to print/digital materials were supported across all sites.

Action 1.9 Learning Instruction Technology Coaches

Coaches provided regular training on Canvas, Synergy, and other instructional technology platforms. They supported grading band implementation and trained staff on classroom-based digital tools.

Actions 1.10–1.11 Educational Technology Subscriptions & Learning Support Systems

Districtwide platform licenses were renewed and deployed with site-based support for student and staff onboarding, led by both the Instructional Support and Learning Support Services Departments. These tools were integrated into intervention and advisory periods.

Action 1.12 School-Home Communication

Platforms including ParentSquare, ParentVue, and Remind were expanded. Site teams coordinated bilingual communication strategies, ensuring consistent updates on student performance and engagement.

Action 1.13 Parent/Guardian Training

Workshops on EL supports, Foster Youth services, and technology access were held across campuses. Sessions were tailored to reflect site-level needs and facilitated by Family Liaisons and the Coordinator of Parent and Community Engagement.

Action 1.14 Coordinator of Parent and Community Engagement

The Coordinator of Parent and Community Engagement organized districtwide initiatives such as the Parent Project and Restorative Justice Learning Sessions in collaboration with Project Restore and Project Rise. These initiatives strengthened partnerships between schools and families through bilingual community events.

Action 1.16 Restorative Intervention Counselors

RICs provided tiered academic and wellness interventions for at-risk students, including individual counseling, conflict mediation, academic goal-setting, and parent engagement support.

Action 1.17 Standards-Aligned Curriculum

The District Curriculum Committee reviewed and updated core content course outlines to ensure continued alignment with California content standards, NGSS, and UC/CSU A–G requirements.

Action 1.18 Instructional Content Specialist – ELD

The ELD Specialist co-facilitated EL Achieve institutes, collaborated with sites on ELD course scope and sequence updates, and provided ELPAC facilitation support and data guidance for site teams.

Action 1.19 Academic Intervention and Remediation

Sites implemented tiered interventions through Oxnard Online Credit Recovery (OOCR), GED Prep, and academic case management. The RIC program supported data cycles every five to six weeks, monitoring progress for over 1,200 students using GPA dashboards and Intervention Response Team (IRT) protocols.

Implementation Challenges:

Action 1.15 Instructional Rounds & PLCs

Although districtwide training was completed, limited staffing and varied site readiness resulted in partial implementation of observation and feedback cycles, with three sites implementing the full model.

Action 1.2 Welcome Centers

Welcome Center services, including placement assessment, translation, and case management, were provided at approximately half of district campuses. Expansion was paused due to shifts in resource prioritization.

Modified Implementation:

No Goal 1 action was formally modified.

Non-Implemented Actions:

All Goal 1 actions were implemented.

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.

Based on the fiscal analysis of Goal 1, planned contributing expenditures were understated. The 2024-2025 Annual Update Table now represents all contributing estimated actual expenditures.

In reviewing the material differences between budgeted and actual expenditures under Goal 1, most variances reflect deliberate adjustments in funding sources, phased implementation timelines, and the strategic use of alternate grants to supplement general fund commitments.

Professional Development (1.1) and Instructional Rounds (1.15):

Though initially budgeted within the LCAP, several core initiatives, districtwide professional development and site-based instructional rounds were ultimately funded through other categorical sources. These included Title I, Title II, the Educator Effectiveness Block Grant (EEBG), and the Ethnic Studies Grant. This allowed the district to preserve LCAP flexibility while sustaining all planned activities.

Learning Instruction Technology Coaches (1.9) and Learning Support Systems (1.10):

Expenditures in these areas tracked ahead of the interim budget due to increased site-level demand for LIT Coach support and earlier-than-planned implementation of digital learning tools. To support the districtwide grading for equity initiative and increased integration of Synergy and Canvas, LIT Coaches were deployed more frequently for in-person and job-alike sessions, and additional licenses were acquired for platforms supporting literacy, mathematics, and assessment. While some costs were higher than anticipated, much of this spending was offset by Title II and Educator Effectiveness Block Grant funds, allowing the district to meet needs without exceeding overall allocations.

School-to-Home Communication (1.12):

Expenditures under this action were front-loaded due to early activation of key platforms such as ParentSquare, Remind, and ParentVue. To strengthen two-way communication between families and schools, particularly for families of English Learners, Foster Youth, and low-income students, the district invested in digital communication tools, printed outreach materials, and updated website resources. Liaison staffing was maintained, but overall costs aligned closely with expectations due to strategic coordination with Title I and Title III budgets, which covered portions of translation and outreach support. These efforts supported consistent messaging and increased parent awareness of academic progress, attendance, and available supports.

Other Actions – Timing and Phased Rollouts:

Several actions, including EL literacy professional development (1.3), redesignation processes (1.4), CAASPP preparation (1.5), and academic intervention (1.19), were phased into the spring semester. Consequently, interim expenditures remained below projections, with final payroll and vendor invoices expected to post in June. These variances reflect timing rather than reductions in service or implementation.

Budget Alignment and Fiscal Closeout:

Most Goal 1 actions remain on track to finish the year within a reasonable variance of their adopted budgets. Actions such as AP/IB (1.6) and Educational Technology Subscriptions (1.11) aligned closely with original projections. As of May, a significant portion of multi-year contracts remains encumbered, and those balances will convert to actuals upon submission of final invoices and completion of the year-end close.

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

Based on our analysis of outcome metrics and implementation data, the following actions demonstrated varying levels of effectiveness in advancing Goal 1. All references to growth, output, and progress are supported by aligned indicators.

Action 1.1 – Academic Interventions. This action showed moderate effectiveness across multiple indicators. SBAC ELA scores increased from 42.15% to 46.27% (+4.12), and SBAC math scores rose from 15.01% to 18.18% (+3.17). RFEP rates improved from 11.96% to 13.86%, and the graduation rate increased from 89.6% to 91.4%, with subgroup gains: English Learners (+5.7), Foster Youth (+12.3), Low-Income students (+1.9), and Students with Disabilities (+4.9). A–C grade attainment improved from 81.2% to 82.0% (+0.8).

Action 1.2 – Welcome Centers. This action demonstrated moderate effectiveness, despite partial implementation. Schools with Welcome Centers showed improved onboarding for multilingual learners, correlating with increased graduation rates for English Learners (+5.7%) and improved A–C grade attainment (+0.8).

Action 1.3 – EL Achieve Institutes. This action demonstrated strong effectiveness. The percentage of students progressing at least one ELPAC level increased from 38.3% (2022–23) to 46.2% (2023–24), “Moderately Developed” rose from 31.14% to 33.52%, and “Well Developed” from 12.2% to 14.8%. RFEP rates also rose by 1.9 points. Gains in SBAC ELA (+4.12) and math (+3.17) and A–C grades (+0.8) further support its impact.

Action 1.4 – EL Redesignation Protocols. This action demonstrated effectiveness in increasing RFEP rates (from 11.96% to 13.86%) and English Learner graduation rates (from 78.3% to 84.0%, +5.7). ELPAC growth also reflects positive outcomes.

Action 1.5 – SBAC Preparation. This action showed strong effectiveness, with SBAC ELA scores rising from 42.15% to 46.27% (+4.12) and math scores from 15.01% to 18.18% (+3.17).

Action 1.6 – AP/IB Program Support. This action showed emerging effectiveness. The percentage of students scoring 3 or higher on two AP exams increased slightly from 21.4% (2022–23) to 21.6% (2023–24). Subgroup performance varied: English Learners rose from 3.4% to 4.2%, Low-Income students from 17.2% to 17.1% (stable), Students with Disabilities from 2.1% to 3.1% (+1.0), and Homeless Youth from 14.5% to 15.5% (+1.0).

Action 1.7 – State Seals (SSB, GSSM, SSCE) This action showed high effectiveness. Seal of Biliteracy recipients increased from 378 to 538 (+160), Golden State Seal of Merit from 958 to 1,160 (+202), and Civic Engagement Seal from 2 to 41 (+39).

Action 1.8 – Instructional Content Specialists & Librarians. This action showed moderate effectiveness. Graduation rates increased to 91.4% (+1.8), A–C grade attainment rose to 82.0% (+0.8), and SBAC ELA and math scores increased by +4.12 and +3.17 points, respectively. ELPAC scores improved, and 46.2% of English Learners progressed at least one level.

Action 1.9 – LIT Coaches. This action demonstrated strong effectiveness. Targeted instructional support contributed to increases in RFEP rates (+1.9), A–C grades (+0.8), SBAC scores (ELA +4.12, Math +3.17), and overall graduation rate (+1.8).

Action 1.10 – Learning Support Systems. This action showed positive results. Graduation rates rose from 89.6% to 91.4%, RFEP rates from 11.96% to 13.86%, and A–C grades from 81.2% to 82.0%. SBAC scores also increased.

Action 1.11 – Educational Technology Subscriptions. This action demonstrated continued effectiveness. Consistent access to digital platforms supported growth in SBAC ELA (+4.12) and math (+3.17), A–C grade attainment (+0.8), and RFEP rates (+1.9).

Action 1.12 – School–Home Communication. While ParentSquare and Remind were fully deployed, outcome metric correlations are indirect. However, improvements in RFEP (+1.9), graduation rates (+1.8), and SBAC scores suggest an emerging positive impact.

Action 1.13 – Parent/Guardian Trainings. This action contributed to improved RFEP rates (+1.9), ELPAC outcomes, graduation rates (91.4%), and increased student attainment of the SSB, GSSM, and SSCE.

Action 1.14 – Coordinator of Parent and Community Engagement Parent Project sessions and culturally relevant outreach correlated with increased graduation rates and seal attainment (SSB +160, SSCE +39). SBAC and RFEP growth further support moderate effectiveness.

Action 1.15 – PLCs & Instructional Rounds SBAC ELA (+4.12) and math (+3.17) gains, as well as A–C grade improvement (+0.8), demonstrate this action’s effectiveness. Site-based variability remains an area for focus.

Action 1.16 – Restorative Intervention Counselors (RIC). This action was highly effective. A–C grade attainment increased to 82.0% (+0.8), RFEP rates rose to 13.86%, and graduation rates improved across student groups. ELPAC and SBAC performance also showed gains.

Action 1.17 – Standards–Aligned Curriculum. Improved SBAC ELA (+4.12) and math (+3.17), A–C grades (+0.8), and increased graduation rates point to this action’s strong effectiveness. Course alignment supported academic achievement.

Action 1.18 – ELD Instructional Specialist. This action yielded high effectiveness. 46.2% of EL students progressed at least one ELPAC level, RFEP rates improved by 1.9 points, and A–C grades rose to 82.0%. Gains in SBAC performance and graduation rates were also recorded.

Action 1.19 – Academic Intervention & Remediation. This action demonstrated strong impact. OOCR course completion reached 86%. A–C attainment rose to 82.0% (+0.8), and 1,273 students received targeted intervention. RFEP and SBAC gains, along with graduation increases, affirm its effectiveness.

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.

Reflecting on our Year 1 analysis, we have made the following refinement to strengthen our progress monitoring for Goal 1 in 2025–26:

Metric Enhancement: We added an English Learner Progress Indicator (ELPI) to our dashboard. ELPI captures the percentage of EL students scoring “Moderately Developed” or above on the ELPAC, directly addressing the language-acquisition gaps revealed by our eight-

point progression gain in Year 1. By reviewing ELPI quarterly, alongside our existing graduation, SBAC, and Seal recognition metrics, we will surface EL growth trends more quickly and target supports where they're most needed.

Based on reflection and updated implementation strategies, several Goal 1 actions have been reclassified from non-contributing to contributing. Actions 1.1 (Academic Interventions), 1.8 (Instructional Content Specialists & Librarians), 1.9 (LIT Coaches), 1.10 (Learning Support Systems Infrastructure), 1.11 (Educational Technology Subscriptions), 1.12 (School–Home Communication Platforms), and 1.19 (Online Credit Recovery) principally target unduplicated student groups, including English Learners, Foster Youth, and Homeless Youth, and are funded using LCFF supplemental and concentration funds. These actions are specifically designed to address the academic and engagement needs of these students, and are reasonably expected to be effective in improving outcomes aligned to district equity goals. This change ensures proper alignment with California Code of Regulations §15496 and strengthens our ability to demonstrate increased and improved services for the students who need them most.

All other components, our goal statement, target outcomes, and the suite of actions (from professional development and EL Achieve Institutes to technology integration and academic interventions), remain unchanged. Because LCAP requires a full three-year evidence base before designating any action as ineffective, we will reserve substantive revisions until the end of Year 3. In the meantime, quarterly ELPI reviews and our mid-year data check-ins will guide any minor course corrections, ensuring our strategies remain aligned with district priorities and our equity-centered 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
1.1	Professional Development	<p>Required Action: Targeted and sustained professional learning initiatives designed to meet the specific learning needs of all learners, including Induction and New Teacher Orientation. These professional development initiatives aim to support the development and implementation of instructional strategies that address the unique challenges and requirements of at-risk student groups. By focusing on fostering first-best instruction and providing support personnel, educators will be equipped with the knowledge, skills, and resources necessary to provide accessible, engaging, equitable, and rigorous curriculum through instructional practices that ensure the academic progress of all students.</p> <p>The 2024 California School Dashboard reinforces the need for targeted professional development to address persistent equity gaps. For the</p>	\$383,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English Learner Progress Indicator (ELPI), the lowest performance was recorded at Frontier (26.5%), Hueneme (28.8%), and Condor (36.4%) high schools, underscoring an urgent need to build educator capacity in multilingual learner supports and integrated ELD strategies. English Language Arts (ELA) and Mathematics outcomes reveal substantial proficiency gaps for English Learners, Low-Income, Homeless, and Hispanic students across Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Condor, and Frontier High Schools. Notably, Frontier High’s ELA Distance from Standard (DFS) was –165.3, and Oxnard High’s math DFS for English Learners was –198.9, both demonstrating the need for rigorous, differentiated first instruction supported by continuous professional learning.</p> <p>Graduation rates at Hueneme and Condor High Schools remained below 80% for English Learners, highlighting the need for strategic instructional interventions and wraparound supports. College/Career Readiness was particularly low for Students with Disabilities at Channel Islands, Hueneme, Oxnard, Pacifica, Rio Mesa, Condor, and Frontier High Schools, amplifying the call for sustained professional development focused on inclusive instructional design and academic scaffolding.</p> <p>This action directly aligns with the district’s Differentiated Assistance and Comprehensive Support and Improvement (CSI) plans. It ensures that teachers are equipped with evidence-based instructional strategies that meet the unique needs of our most vulnerable student groups, including Homeless students, Low-Income families, English Learners, and Students with Disabilities. At Frontier High School, our CSI-identified site, this includes intensive support on CAASPP-aligned instruction, formative assessment practices, and culturally responsive pedagogy to improve academic outcomes and close performance gaps.</p>		
1.2	Welcome Centers	The Welcome Centers will continue to provide identified academic, social, and emotional support for English Learners, Foster Youth, and Low-Income students. Placement assessments and related services to school and community resources are shared and, in some cases, provided to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ensure the academic and social-emotional progress of Foster, English learners, and Low-Income Students.</p> <p>This action supports both our Differentiated Assistance and CSI plans by providing targeted support for English Learners, Foster Youth, and Low-Income students, as well as Homeless students. The Welcome Centers serve as a crucial resource for these students, addressing both academic and social-emotional needs that impact overall performance, particularly in our CSI-identified schools.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
1.3	English Learner Literacy Professional Development	<p>Required action: Enhance professional development for teachers by integrating California ELD standards with content standards. This initiative aims to equip educators with comprehensive training and resources tailored to effectively address the educational needs of English Learners and Long-Term English Learners. The primary goal is to empower teachers to implement more effective instruction by utilizing the English Language Proficiency Assessments for California (ELPAC) in conjunction with content learning. This will involve incorporating ELD standards directly into content areas, thereby improving students' academic skills in listening, speaking, reading, and writing, ensuring they can fully access and engage with the curriculum.</p> <p>Professional learning activities will include workshops and training sessions where teachers will learn to use ELPAC rubrics and interim assessments to enhance their teaching practices. These sessions are designed to provide practical strategies for merging language development with content mastery, ensuring that learning experiences are relevant, comprehensive, and accessible. To support teachers in implementing these strategies effectively, the initiative will also include the provision of support personnel.</p>	\$199,341.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This required action addresses the lowest performance (red indicator) on the Dashboard for the following student groups, schools, and identified state indicator: English Learner Progress Indicator (ELPI). The focus will be on English Language Learners, including Long-Term English Language Learners, at Hueneme HS, Condor HS, and Frontier HS.</p> <p>As part of our technical assistance, Differentiated Assistance, and CSI efforts, this action specifically targets the improvement of English Learner progress. The integration of ELD standards with content standards is an evidence-based approach to enhance EL achievement, which supports our overall goals for improving outcomes for all student groups.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
1.4	Language Acquisition Programs - Redesignation of English Learners	<p>The enhancement of ELPAC administration and the integration of designated and integrated ELD teachers are district-wide efforts aimed at improving English language proficiency among English Learners and particularly Long-Term English Learners. By facilitating data-driven job-alike sessions across the district, this initiative fosters a collaborative environment for educators to share effective practices and refine instructional strategies, thereby ensuring a uniform approach to language assessment and instruction across all schools. The inclusion of bilingual paraeducators will provide targeted support to English Learners, enhancing their language development and helping to bridge communication gaps in the classroom.</p> <p>This action supports our Differentiated Assistance and CSI efforts by focusing on improving outcomes for English Learners. By enhancing language acquisition programs and redesignation processes, we aim to accelerate academic progress and improve overall school performance, particularly in our CSI-identified schools.</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
1.5	California Assessment of Student Performance and Progress (CAASPP)	<p>Required Action: To ensure comprehensive preparation for the California Assessment of Student Performance and Progress (CAASPP), we will embed targeted instructional strategies throughout the school year, prioritize ongoing support, and nurture a readiness culture among students. Special attention will be given to advancing the academic achievements of Foster Youth, English Learners, students with disabilities, Long-Term English Learners, and Low-Income Students. Through deliberate curriculum planning, differentiated instruction, and vigorous promotion of assessment literacy, we aim to arm all students with the necessary skills and knowledge to excel in the CAASPP assessments. This action is central to fulfilling Goal 1's commitment to instructional excellence. By intensifying our preparation efforts for the CAASPP assessments, we champion the academic prowess of all students, particularly those from Foster Youth, English Learners, Long-Term English Learners, and Low-Income backgrounds. Employing specific instructional practices and consistent support mechanisms, we strive to thoroughly prepare students to meet and surpass the challenges presented by these assessments, which is crucial for their academic development and success.</p> <p>This required action addresses the lowest performance (red indicator) on the Dashboard for specific student groups, schools, and state indicators. For the English Learner Progress Indicator (ELPI), we focus on Condor High, Frontier High, and Hueneme High. In English Language Arts, we are addressing the needs of low-income, homeless, and Hispanic students district-wide, as well as at specific schools like Adolfo Camarillo High, Channel Islands High, and Oxnard High. In Mathematics, we are targeting overall student performance and particularly low-income, homeless, and Hispanic students, as well as students with disabilities at schools like Channel Islands High, Hueneme High, Oxnard High, Rio Mesa High, Condor High, and Frontier High. Our efforts also extend to improving graduation rates for English learners at Hueneme High and overall graduation rates at Condor High. For College/Career readiness, our focus</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>is on students with disabilities district-wide and at schools such as Channel Islands High, Hueneme High, Oxnard High, Pacifica High, Rio Mesa High, Condor High, and Frontier High. These targeted efforts are designed to address the specific needs of our most vulnerable student groups and ensure they receive the support necessary to succeed academically.</p> <p>As part of our Differentiated Assistance and CSI efforts, this action specifically targets the improvement of CAASPP performance for Homeless students and Students with Disabilities, which has been identified as an area of need. The targeted strategies and ongoing support aim to address achievement gaps for these vulnerable student groups in both our district-wide Differentiated Assistance plan and in our CSI-identified schools.</p>		
1.6	Advanced Placement (AP) and International Baccalaureate (IB)	To elevate the academic achievement and readiness of our students, we will continue to channel resources into enhancing our Advanced Placement (AP) and International Baccalaureate (IB) programs. This initiative focuses on supporting AP and IB teacher professional development and streamlining the administration of AP and IB examinations. Emphasis will be placed on addressing the unique educational needs of Foster, English Learner, and Low-Income Students. By ensuring our teachers are well-prepared and equipped to deliver highly engaging and relevant curriculum content, we aim to create an environment where teachers can effectively inspire and connect with all students, thereby enhancing their educational experience and outcomes.	\$0.00	No
1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Continue to allocate resources towards enhancing the outreach, application, assessment, and award presentation processes for the CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement. This initiative directly contributes to our instructional excellence by elevating the academic and civic achievements of all learners, with an emphasis on Foster, English Learners, and Low-Income Students, ensuring they are thoroughly prepared for future academic, career, and life challenges.	\$5,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Content, Librarians & Program Specialists	Provide support to all teachers and students through the work of Instructional Content Specialists and librarians. These specialists are dedicated to enhancing instructional strategies and improving student engagement and achievement. Their responsibilities include facilitating the integration of technology into the classroom, providing professional development, coaching and mentoring, curriculum development and support, and supporting the use of data to inform teaching practices. They will collaborate closely with teachers on both individual and group bases to foster an environment of continuous improvement and innovation in teaching methods. The specialists will also play a crucial role in the administration and analysis of state and local assessments, aiding in the development and evaluation of curriculum changes to better meet the needs of diverse student groups. Program specialists will support special education teachers, ensuring they have the resources and guidance needed to effectively address the unique challenges faced by their students. Librarians will contribute by enhancing access to digital and print resources, supporting literacy initiatives, and collaborating with teachers to integrate research and information skills into the curriculum.	\$2,998,810.00	Yes
1.9	Learning Instruction Technology Coaches & Paraeducator Support	To enhance teacher and student support across the district, Learning Instruction Technology (LIT) Coaches will be deployed, focusing on elevating student engagement and achievement. They will facilitate the integration of technology into classrooms, enabling educators to effectively use digital resources to improve instructional practices. Working closely with Site Principals and the Director of Instructional Support Services, LIT Coaches will develop, implement, and evaluate innovative instructional strategies, fostering collaboration among educators through both one-on-one coaching and group workshops. Their primary goal is to leverage technology to enhance instructional delivery and student engagement. By offering professional development and conducting in-service training on various topics, as well as supporting the implementation of state and local assessments through data collection and analysis, these coaches will directly contribute to the district's overarching goal of enhancing student outcomes.	\$7,509,307.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In addition to LIT Coaches, this action also includes instructional paraeducators, who provide direct student support and contribute to classroom readiness, access, and learning. These two staffing groups are budgeted within the same action and together strengthen the district's instructional program.</p>		
1.10	Learning Support Systems	<p>Deploy educational technology tools across all schools. This initiative specifically targets improving educational outcomes for Foster, English Learner, and Low-Income students by ensuring they have comprehensive access to both the core curriculum and essential supplemental supports. The action involves equipping classrooms with the latest educational technology that facilitates interactive learning and enables personalized instruction. This effort will be supported through continuous professional development for teachers and the provision of support personnel, ensuring they are proficient in integrating technology effectively into their teaching practices to enhance student engagement and understanding. The district will employ regular assessments and feedback mechanisms to monitor the usage and effectiveness of educational technologies, adapting strategies as necessary to optimize their impact on student learning.</p> <p>Deploy educational technology tools across all schools. This initiative specifically targets improving educational outcomes for Foster, English Learner, and Low-Income students by ensuring they have comprehensive access to both the core curriculum and essential supplemental supports. The action involves equipping classrooms with the latest educational technology that facilitates interactive learning and enables personalized instruction. Support personnel will also be available to assist with the implementation. The district will employ regular assessments and feedback mechanisms to monitor the usage and effectiveness of educational technologies, adapting strategies as necessary to optimize their impact on student learning.</p>	\$2,979,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Educational Technology Subscriptions	EdTech subscriptions to equip all students with electronic materials that are essential for fostering equitable, rigorous, accessible, and engaging learning experiences, with an emphasis on supporting the academic progress of Foster, English Learner, and Low-Income students, ensuring they have consistent access to educational content that meets their unique learning needs. These subscriptions offer materials in multiple languages, catering particularly to newcomers among the English Learner population, thus facilitating better comprehension and engagement.	\$1,174,269.00	Yes
1.12	School Home Communication	Enhance school-to-home communication by utilizing a range of platforms including telephone, voice messages, Bark Technologies, social media, and traditional paper forms, along with services like ParentSquare, Remind, and the district website. These tools are employed to maximize efficiency and accessibility, ensuring all families are consistently informed and engaged with the school community.	\$100,501.00	Yes
1.13	Parent/Guardian Trainings	<p>Required Action: Enhance educational partner engagement by delivering workshops designed to equip partners with the necessary skills and knowledge to support the academic journey of students, especially targeting groups such as Foster Youth, English Learners, Low-Income, and Homeless students. This action aims to deepen the involvement of educational partners by offering tailored training that empowers them to effectively assist students in their studies and engage more constructively with families from diverse backgrounds. By strengthening these partnerships, the district enhances the overall educational support system, facilitating improved academic outcomes for students facing the greatest challenges.</p> <p>To address the lowest performance (red indicator) on the 2024 California School Dashboard, this action prioritizes support for specific student groups and indicators. For the English Learner Progress Indicator (ELPI), we are concentrating efforts on Frontier (26.5%), Hueneme (28.8%), and Condor (36.4%) high schools, where English Learner growth remains among the district's most urgent needs. In English Language Arts, we are supporting English Learners at Channel Islands, Hueneme, and Oxnard high schools, and targeting Low-Income and Homeless students at Adolfo</p>	\$10,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, Condor, and Frontier high schools. In Mathematics, we are addressing gaps for English Learners at Channel Islands and Oxnard high schools, along with Low-Income and Homeless students across Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, and Condor high schools. Graduation rates for English Learners remain below 80% at Hueneme and Condor, while College/Career Readiness is a focal point for English Learners at Hueneme and Frontier. Suspension rates remain highest at Frontier (17.4%) and are also elevated for English Learners at Adolfo Camarillo, Channel Islands, and Frontier high schools, and for Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Pacifica, and Frontier. Parent and guardian trainings delivered under this action are tailored to equip families in these communities with the knowledge and skills to support academic success, increase school engagement, and advocate effectively for their children’s educational progress.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
1.14	Parent Liaison (Coordinator of Parent Community Engagement)	<p>Required Action: Coordinator of Parent Community Engagement to organize district-wide parental events, conferences, and initiatives such as the Parent Project, aiming to enhance the academic and social-emotional development of Foster Youth, English Learners, Low-Income, and Homeless students. This action focuses on strengthening family engagement and providing parents with the tools they need to effectively support their children’s education. By fostering a collaborative environment between home and school, Parent Liaisons will play a crucial role in promoting educational equity and ensuring that all students have the support necessary to succeed academically and emotionally.</p> <p>This required action addresses the lowest performance (red indicator) on the 2024 California School Dashboard for specific student groups and state indicators. For the English Learner Progress Indicator (ELPI), we are prioritizing support for Frontier (26.5%), Hueneme (28.8%), and Condor (36.4%) high schools, where English Learner progress remains among the</p>	\$45,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>lowest in the district. In English Language Arts, we are targeting English Learners at Channel Islands, Hueneme, and Oxnard high schools, and extending support to Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, Condor, and Frontier high schools. In Mathematics, interventions focus on English Learners at Channel Islands and Oxnard, and on Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, and Condor high schools. Graduation rates for English Learners remain below the 80% benchmark at Hueneme and Condor, while College/Career Readiness is a key concern for English Learners at Hueneme and Frontier. Suspension rates are highest at Frontier (17.4%) and remain elevated for English Learners at Adolfo Camarillo, Channel Islands, and Frontier, as well as for Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Pacifica, and Frontier. This action strengthens our engagement with families in these student groups by providing culturally relevant programming, translation support, and deeper collaboration opportunities, ensuring equitable access to resources and increased participation in student learning.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
1.15	Professional Collaborative Learning	<p>Required Action: Implement an enhanced professional-collaborative learning program, integrating Lesson Study, Instructional Rounds, and job-alike sessions. Educators will have opportunities to share insights, observe effective practices, and engage in critical discussions on teaching methods, focusing on refining instructional strategies across various disciplines. This approach aims to improve teaching quality and student learning outcomes for all students, with a special emphasis on English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students. By enhancing instructional efficacy and student engagement through continuous inter-departmental cooperation, we are committed to providing an inclusive and effective learning environment.</p> <p>This required action addresses the lowest performance (red indicator) on the 2024 California School Dashboard for specific student groups and state</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>indicators. For the English Learner Progress Indicator (ELPI), our focus includes Frontier (26.5%), Hueneme (28.8%), and Condor (36.4%) high schools, which report the district's lowest ELPI rates. In English Language Arts, support is being directed to English Learners at Channel Islands, Hueneme, and Oxnard high schools, and to Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, Condor, and Frontier high schools. In Mathematics, interventions target English Learners at Channel Islands and Oxnard, and Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, and Condor high schools. Graduation rates for English Learners at Hueneme and Condor remain below the 80% benchmark and have prompted expanded academic supports. The College/Career Readiness Indicator further signals the need for targeted services for English Learners at Hueneme and Frontier. These professional learning initiatives are designed to advance equity by addressing the persistent gaps facing English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students, ensuring they receive high-quality, inclusive instruction and access to rigorous learning opportunities.</p>		
1.16	Intervention Counselors	<p>Required Action: Restorative Intervention Counselors (RICs) will provide targeted support to English Learners, Foster Youth, and Low-Income students, enhancing their academic and social-emotional outcomes. These counselors will develop personalized intervention plans, addressing the specific needs of at-risk students and facilitating access to both in-school and community-based support services. By conducting individual assessments, RICs will tailor interventions to improve students' academic performance and emotional well-being, ensuring that each student receives the necessary resources to succeed. This initiative will integrate counselors into the school environment to work closely with existing academic staff, thereby creating a cohesive support network that promotes student resilience and educational equity.</p> <p>This required action addresses the lowest performance (red indicator) on the 2024 California School Dashboard for specific student groups and state indicators. For the English Learner Progress Indicator (ELPI), we are</p>	\$1,180,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>targeting Frontier (26.5%), Hueneme (28.8%), and Condor (36.4%) high schools—sites with the district’s lowest ELPI rates. In English Language Arts, intervention efforts focus on English Learners at Channel Islands, Hueneme, and Oxnard high schools, as well as Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, Condor, and Frontier high schools. In Mathematics, the greatest need exists for English Learners at Channel Islands and Oxnard, and for Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, and Condor high schools. Graduation rates for English Learners remain below 80% at both Hueneme and Condor, prompting intensified interventions. The College/Career Readiness Indicator also shows red performance for English Learners at Hueneme and Frontier. Suspension rates require attention for English Learners at Adolfo Camarillo, Channel Islands, and Frontier, and for Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Pacifica, and Frontier high schools. These focused supports are designed to meet the complex needs of English Learners, Foster Youth, Low-Income, and Homeless students, ensuring equitable access to academic and behavioral support services.</p> <p>This action aligns with our Differentiated Assistance and CSI plans by providing targeted intervention support for our most at-risk students, including Homeless students and Students with Disabilities. The Restorative Intervention Counselors play a crucial role in addressing both academic and behavioral challenges, which are often root causes of school underperformance.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
1.17	Standards Aligned Curriculum	<p>Required action: Updating and drafting new course curriculum that aligns to the the State Standards as well as prepares all students for college, career, and life readiness. This initiative will focus on ensuring that curricular content is standards-aligned, relevant, and rigorous, involving a broad range of education partners in its development and evaluation. Special attention will be directed towards the needs of English Learners,</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Long-Term English Learners, Foster Youth, and Low-Income students to guarantee equitable access to educational opportunities and resources. Curriculum revision will address key academic areas, integrating essential skills and knowledge to enhance college and career readiness. This comprehensive approach is designed to improve various metrics, such as graduation rates, SBAC scores in English Language Arts and Mathematics, and other local indicators that reflect effective curriculum implementation and student achievement.</p>		
1.18	Instructional Content Specialists - English Language Development	<p>Required Action: To address persistent performance gaps among multilingual learners, this action supports a dedicated English Language Development (ELD) Instructional Content Specialist who partners with school sites to improve instructional quality in both designated and integrated ELD. The specialist leads data-driven coaching cycles, facilitates quarterly data dives, and co-develops lesson plans and unit designs with teachers that embed academic language development and scaffolded instruction. These strategies are aligned with the California ELD standards and support cross-curricular integration of language objectives.</p> <p>A core responsibility of the specialist is to equip teachers with the knowledge and tools needed to prepare students for the ELPAC exam. This includes modeling effective practices that accelerate language acquisition, helping interpret formative assessment data, and directly supporting the administration and coordination of the ELPAC exam at sites. These efforts contributed to districtwide gains in the English Learner Progress Indicator (ELPI), including a 7.9 percentage point increase in students progressing at least one ELPAC level.</p> <p>This required action is foundational to our Differentiated Assistance and CSI plans. It is designed to address the specific needs of English Learners, particularly at schools identified as Red on multiple indicators, by strengthening instruction, enhancing assessment literacy, and fostering inclusive, language-rich classrooms that accelerate both language development and academic achievement.</p>	\$186,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Academic Intervention and Remediation	<p>This action supports students requiring academic intervention through a comprehensive, data-driven system of credit recovery, skill remediation, and targeted instructional support. Core components include the Oxnard Online Credit Recovery (OOCR) program, the district's GED preparation pathway, and the intervention infrastructure provided by site-based Student Support Teams and Restorative Intervention Counselors.</p> <p>Support personnel, including counselors, Restorative Intervention Counselors, and classified support staff—provided high-touch case management, facilitating academic mentoring, progress monitoring, and personalized tutoring for students with GPAs below 2.5 or those not on track to graduate. These efforts were especially critical at schools like Hueneme and Condor High, where graduation rates for multilingual learners remained below 80 percent and where targeted interventions helped mitigate credit deficiencies.</p> <p>This action aligns with our Differentiated Assistance plan by addressing the academic needs of students most at risk, including English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. It is a key lever for supporting College/Career readiness and ensuring that all students, regardless of background, have access to rigorous learning pathways that lead to graduation and postsecondary success.</p>	\$7,635,235.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Oxnard Union High School District has revised Goal 2 for the 2024-27 LCAP to address evolving educational needs and ensure students are prepared for post-secondary education and career challenges. This update stems from a thorough analysis of the latest California School Dashboard data and constructive feedback from educational partners, highlighting significant areas for improvement in college and career readiness programs.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rate Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements (State Priority 4B)	Source: 2022-23 CA Dashboard ALL: 35.3% EL: 11.7% FY: 7.4% HOM: 23.6% LI: 30.1% SWD: 7.6%	Source: 2023-24 CA Dashboard ALL: 39.2% EL: 21.7% FY: 15.8% HOM: 23.9% LI: 34.8% SWD: 8.1%		Source: 2025-2026 CA Dashboard ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 25%	A-G Completion Rate ALL: +3.9pts EL: +10.0pts FY: +8.4pts HOM: +0.3pts LI: +4.7pts SWD: +0.5pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	<p>A-G AND Career Technical Education (CTE) Completion Rates</p> <p>Percentage of students in the combined four- and five-year graduation rate who met UC/CSU requirements AND completed at least one CTE Pathway requirements</p> <p>(State Priority 4D)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>ALL: 3% EL: 4.1% FY: 7.4% HOM: 9.9% LI: 10.9% SWD: 2.5%</p>	<p>Source: 2023-24 CA Dashboard</p> <p>ALL: 15.6% EL: 7% FY: 4.5% HOM: 9.4% LI: 13.7% SWD: 2.5</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>ALL: 25% EL: 25% FY: 25% HOM: 25% LI: 25% SWD: 25%</p>	<p>A-G & CTE Completion Rates</p> <p>ALL: +2.6% EL: +2.9% FY: -2.9% HOM: -0.5% LI: +2.8% SWD: Maintained</p>
2.3	<p>College/Career Indicator (CCI)</p> <p>Percentage of students in the combined four- and five-year graduation rate who are prepared for success after high school which includes both college and career measures</p> <p>(State Priority 4G)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>Prepared ALL: 38% EL: 11.6% FY: 12% HOM: 26.3% LI: 32.5% SWD: 8.1%</p> <p>Approaching Prepared ALL: 23.7% EL: 21.6% FY: 4% HOM: 20.2% LI: 24.9% SWD: 30.4%</p> <p>Not Prepared ALL: 38.3%</p>	<p>Source: 2023-24 CA Dashboard</p> <p>Prepared ALL: 39.8% EL: 16.7% FY: 18.2% HOM: 2.7% LI: 34.1% SWD: 10.6%</p> <p>Approaching Prepared ALL: 30.3% EL: 29.6% FY: 31.8% HOM: 25.7% LI: 32.0% SWD: 47.8%</p> <p>Not Prepared</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>Prepared ALL: 50% EL: 50% FY: 50% HOM: 50% LI: 50% SWD: 50%</p> <p>Approaching Prepared ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 50%</p> <p>Not Prepared</p>	<p>College/Career Indicator (CCI)</p> <p>Prepared ALL: +1.8% EL: +5.1% FY: +6.2% HOM: -3.6% LI: +1.6% SWD: +2.5%</p> <p>Approaching Prepared ALL: +6.6% EL: +8.0% FY: +27.8% HOM: +5.5% LI: +7.1% SWD: +17.4%</p> <p>Not Prepared</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 66.8% FY: 84% HOM: 53.5% LI: 42.6% SWD: 61.5%	ALL: 29.9% EL: 53.8% FY: 50.0% HOM: 51.6% LI: 33.9% SWD: 41.6%		ALL: 50% EL: 75% FY: 90% HOM: 70% LI: 60% SWD: 75%	ALL: -8.4% EL: -13.8% FY: -34.0% HOM: -1.9% LI: -8.7% SWD: -19.9%
2.4	Career Technical Education (CTE) Completion Rate Percentage of students in the combined four- and five-year graduation rate who completed at least one CTE Pathway requirements (State Priority 4C)	Source: 2022-23 CA Dashboard ALL: 26% EL: 16.6% FY: 7.4% HOM: 22.8% LI: 24.6% SWD: 18.5%	Source: 2023-24 CA Dashboard ALL: 40.7% EL: 30.4% FY: 40.9% HOM: 30.4% LI: 39.3% SWD: 40.5%		Source: 2025-2026 CA Dashboard ALL: 50% EL: 50% FY: 25% HOM: 50% LI: 50% SWD: 25%	CTE Completion Rate ALL: +14.7% EL: +13.8% FY: +33.5% HOM: +7.6% LI: +14.7% SWD: +22.0%
2.5	Free Application for Federal Student Aid (FAFSA) and CA Dream Act Application (CADAA) Percentage of students in the combined four- and five-year graduation rate who submitted their applications (State Priority 8)	Source: 2022-23 studentaid.gov ALL: 74%	Source: 2023-24 studentaid.gov ALL: 77%		Source: 2025-26 studentaid.gov ALL: 85%	FAFSA/CADAA Submission ALL: +3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	<p>Advanced Placement (AP) Exams</p> <p>Number and percentage of students in the combined four- and five-year graduation rate who scored 3 or higher on two AP Exams</p> <p>(State Priority 4G)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>ALL: (338) 21.4% EL: 3.4% FY: 33.3% HOM: 14.5% LI: 17.2% SWD: 2.1%</p>	<p>Source: 2023-24 CA Dashboard</p> <p>ALL: 21.6% EL: 4.2% FY: 0% HOM: 15.5% LI: 17.1% SWD: 3.1%</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>ALL: 40% EL: 10% FY: 50% HOM: 30% LI: 35% SWD: 10%</p>	<p>AP Exam Success</p> <p>ALL: +0.2% EL: +0.8% FY: -33.3% HOM: +1.0% LI: -0.1% SWD: +1.0%</p>
2.7	<p>College Credit Course</p> <p>Number and percentage of students in the combined four- and five-year graduation rate who completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p>(State Priority 4H)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>ALL: (175) 11.1% EL: 13.8% FY: 33.3% HOM: 5% LI: 9.2% SWD: 18.8%</p>	<p>Source: 2023-24 CA Dashboard</p> <p>ALL: 11.4% EL: 6.8% FY: 25% HOM: 8.8% LI: 9.9% SWD: 21.9%</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>ALL: 25% EL: 30% FY: 50% HOM: 15% LI: 25% SWD: 35%</p>	<p>College-Credit Coursework</p> <p>ALL: +0.3% EL: -7.0% FY: -8.3% HOM: +3.8% LI: +0.7% SWD: +3.1%</p>
2.8	<p>High School Dropout Rates</p> <p>Four-Year Adjusted Cohort Outcome</p>	<p>Source: 2022-23 DataQuest</p> <p>ALL: 5% County: 4%</p>	<p>Source: 2023-24 DataQuest</p> <p>ALL: 4.7% County: 4.8%</p>		<p>Source: 2025-2026 DataQuest</p> <p>ALL: 2%</p>	<p>Four-Year Dropout Rate</p> <p>ALL: -0.3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5D)	State: 6.5%	State: 8.9%			

Goal Analysis [2025-26]

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

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

The district made substantial progress in implementing the planned actions under Goal 2, with most initiatives executed as intended and targeted adjustments made to enhance delivery throughout the year. This goal centers on increasing college and career readiness through access to rigorous coursework, supportive pathways, and collaborative partnerships.

Successful Implementation:

Action 2.1 focused on increasing A–G completion rates and postsecondary advising. Implementation was fully carried out, with expanded counselor outreach, transcript reviews, and support strategies embedded into school site practices.

Action 2.2 supported CTE sequence completion and career pathway development. The district increased course offerings and ensured alignment with labor market demands. CTE pathway implementation expanded with stronger industry and postsecondary collaborations at each site.

Action 2.3 provided students with dual enrollment access through agreements with community college partners. Implementation included both on-campus and off-campus sections supported by site counseling teams and outreach events for students and families.

Action 2.4 expanded AP and IB participation through access initiatives and exam preparation support. Teachers received professional development, and schools removed barriers related to registration, cost, and participation for historically underserved students.

Action 2.5 enhanced access to PSAT, SAT, and ACT college admissions tests. The district implemented school-day testing models and coordinated efforts to increase student awareness and participation.

Action 2.6 supported student success on AP and IB exams by providing tutoring, study sessions, and instructional materials aligned with exam frameworks.

Action 2.7 ensured access to high-quality career experiences and CTE credentials. Work-based learning coordinators and site leads helped implement internship programs, job shadowing, industry speaker panels, and professional certification pathways.

Action 2.8 delivered aligned professional learning to teachers and staff implementing dual enrollment, CTE, AP, and postsecondary supports. Training sessions included content-specific strategies, equity-focused practices, and collaboration with external partners.

Implementation Challenges:

While the district achieved full implementation of all eight actions, variation in site-based execution timelines and staffing availability, particularly related to AP/IB coordination and work-based learning facilitation, required flexible support and technical assistance.

Modified Implementation:

No actions required formal modification.

Non-Implemented Actions:

All actions under Goal 2 were implemented.

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.

Based on the fiscal analysis of Goal 2, planned contributing expenditures were understated. The 2024-2025 Annual Update Table now represents all contributing estimated actual expenditures.

The data and funding details for Action 2.1 and 2.2 demonstrate a strategic approach to addressing equity gaps in A-G course completion, particularly among unduplicated students such as English Learners, Foster Youth, and Low-Income students. The data shows a disparity in A-G completion rates, with a 17.5% gap between ELs and the all-student population. Other funds, such as the A-G grant, were used to ensure services to students. For action 2.2, the budget section reveals that no funds were used for this action; however, other state funds, local funds, and federal funds were allocated to ensure these services to students. Additionally, existing staff have integrated this work into their duties, so that this is managed without additional funding. Presentations to students and families have been conducted by the community college and EAOP Counselors allocated to each high school, thanks to the partnerships with higher institutions. Tools from California Colleges EDU have been used at no cost to the district, thanks to the MOU between California Colleges EDU and OUHSD.

Action 2.3 shows a substantial allocation of funds that were not spent during the 2024-2025 school year. Similar to the other goals in this area, other grants, state, and federal funds have been used to ensure that services to students in this action are being provided.

Goals 2.4, 2.5, and 2.6 related to CTE are a high-impact, resource-intensive initiative, and the substantial allocation of funds—over \$1 million—demonstrates a strong commitment to this goal. The CTE Access and Participation goal is well-funded and strategically focused on personnel, which is appropriate given the labor-intensive nature of quality CTE programming. The large investment positions the LEA for

substantial improvement in college and career readiness. The actual expenditures indicate that the funds needed for this action required almost 200% of the original allocation. However, it is noticeable that no funds were utilized under action 2.6. Other funds were utilized to ensure that the services to students included in this action were provided.

The majority of funding (over 99%) is dedicated to personnel, which is appropriate, given that:

- Qualified CTE instructors are essential to expanding course offerings.
- Relationships with industry and post-secondary partners often require staff coordination and outreach.
- Effective program implementation depends heavily on human capital.

Personnel Expenditures are a significant investment that covers staffing needs tied to increased student enrollment in CTE courses and program access in multiple schools. A very small portion of the budget goes to non-personnel expenses. Results show an Increased CTE Participation and Completion, Improved College and Career indicators, Equity, and Access for Unduplicated Students.

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

The Oxnard Union High School District's California Dashboard data for 2024 provides strong evidence that the specific actions outlined in the LCAP are largely effective in making progress toward increasing college and career readiness among students. A careful review of each key metric reveals meaningful growth across multiple indicators, signaling that the strategies implemented are moving the district in the right direction.

A-G Completion Rate: Growth: 35.3% (2023) to 39.2% (2024) A notable increase of nearly 4 percentage points in A-G completion demonstrates that targeted supports — such as increased access to college preparatory coursework, academic advising, and tutoring — are having a positive impact. The district's focus on ensuring students remain on track to complete the necessary coursework for UC/CSU eligibility has shown clear gains.

However, while the increase is significant, continued efforts are needed to push this figure closer to the state average and beyond.

A-G AND CTE Completion Rate: Growth: 13% (2023) to 15.6% (2024) The combined completion rate shows growth, suggesting that actions emphasizing dual pathways (college and career) are beginning to gain traction. Students are increasingly meeting rigorous academic requirements while simultaneously developing technical skills. Communication with all stakeholders and emphasis on better integration of CTE pathways with A-G academic tracks are needed. Focus on subgroups such as Foster Youth will be implemented to ensure that growth is consistent among all student subgroups.

Career Technical Education (CTE) Completion Rate: Growth : 26% (2023) to 40.7% (2024) A substantial increase of nearly 15 percentage points in CTE completion highlights the district's success in expanding and promoting CTE opportunities. This may reflect improved CTE program quality, better student recruitment, stronger industry partnerships, and alignment of courses with student interests and workforce needs.

This has proven to be Highly Effective, this action has had one of the strongest impacts, pointing to effective investments in CTE programming.

College/Career Indicator (CCI) - Prepared Growth: 13% (2023) to 15.6% (2024). The College/Career Indicator also shows improvement, reflecting a broader trend that more students are graduating with the necessary skills, coursework, and credentials for postsecondary success. The upward trajectory indicates that the holistic approach including AP exams, dual enrollment, and CTE certification is making a difference. Although the increase is positive, greater acceleration is needed to meet long-term goals.

Free Application for Federal Student Aid (FAFSA) and CA Dream Act Application (CADAA) Completion: Growth: 74% (2023) to 77% (2024) A 3-point increase in FAFSA and CADAA completion rates suggests that college-going culture initiatives, financial aid workshops, implementation of California Colleges edu., and counselor outreach have been effective. These efforts are critical in helping students access postsecondary education, especially for low-income, Foster Youth and Homeless students. Continued outreach and supports will be needed to drive rates even higher toward the state's 100% completion goal.

Advanced Placement (AP) Success: Growth: 21.4% (2023) to 21.6% (2024). The slight increase in the percentage of students scoring 3 or higher on two or more AP exams reflects stable performance suggests that more intensive supports may be needed to dramatically increase AP success rates. Access alone is not enough; instructional quality, test preparation, and student readiness also matter. Our district has offered these opportunities to students but efforts have to be consistent and targeted to ensure that all students take advantage of the test support opportunities and test practice. There is room for growth through targeted interventions, expanded AP support programs, and greater focus on equitable access to AP coursework.

7. Dual Enrollment -College Coursework Completion. Growth: 11.1% (2023) to 11.4% (2024). The minimal increase in dual enrollment completion suggests that while programs are expanding, barriers such as course availability, transportation after school hours or student preparedness may still be limiting broader participation and success. Dual enrollment remains a powerful lever for college readiness but will require more robust support structures to fully capitalize on its potential.

High School Dropout Rates. Improvement: 5% (2023) to 4.7% (2024). The reduction in the four-year cohort dropout rate demonstrates that the district's comprehensive supports including credit recovery programs, interventions, and academic planning are effective in keeping students on track to graduate. Sustained attention to at-risk students is crucial to maintaining and deepening this positive trend. Our district has made an effort in ensuring that supports and credit recovery opportunity are available to students as early as possible instead of being reactive.

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.

No changes were made to the action items in the LCAP plan for the College and Career Readiness goal. The current strategies and initiatives have proven effective, as reflected in the steady increases across key indicators such as A-G completion rates, CTE completion rates, FAFSA/CADAA submission rates, and the overall College/Career Indicator. These positive trends show that the actions outlined in the plan are successfully supporting student progress toward postsecondary readiness and have laid a strong foundation for continued growth.

Following a review of implementation practices and student outcome data, four Goal 2 actions 2.5 (College and Career Counseling), 2.8 (AP/IB Access and Teacher Support), 2.12 (Transcript Analysis and Monitoring), and 2.15 (CCR Guidance Strategies) have been reclassified from non-contributing to contributing. These actions focus primarily on improving access, support, and outcomes for unduplicated student groups, particularly English Learners, Foster Youth, and Homeless Youth. They are supported by LCFF supplemental and concentration funds and are designed to increase A–G attainment, career readiness, and postsecondary access for students historically underserved. This change aligns with California Code of Regulations §15496, ensuring these actions meet the criteria of “principally directed and effective” in closing opportunity gaps across our system.

While the plan has been effective, there is a clear need to be more strategic in order to accelerate improvement and close gaps more quickly. Moving forward, the district will focus on refining implementation, expanding targeted supports, and strengthening outreach to underrepresented student groups. These efforts will help ensure that even greater gains are made in preparing all students for college and career success.

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	Professional development on A-G	<p>Required Action: Professional development on A-G-related practices for teachers, counselors, and administrators is essential to support Foster Youth, English Learners, and Low-Income students in successfully completing A-G courses. This action focuses on equipping our educators with the necessary skills and knowledge to guide students through the requirements of A-G coursework, which is critical for college and career readiness.</p> <p>This action is strategically aligned with our Differentiated Assistance and Comprehensive Support and Improvement (CSI) plans to strengthen College/Career Indicator (CCI) outcomes, with a specific focus on Students with Disabilities. By bolstering educator capacity to support A–G completion, pathway participation, and postsecondary preparation for this group, we aim to close longstanding opportunity gaps identified during our state-level needs analysis.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This required action addresses the lowest performance (Red indicator) on the 2024 California School Dashboard for several student groups. For College/Career Readiness, the focus includes English Learners at Hueneme High and Frontier High; Low-Income and Homeless students at Frontier High; and Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. These groups continue to face systemic barriers to accessing college and career pathways, as evidenced by their persistent underperformance on the CCI metric. This action also supports Foster Youth, who remain underrepresented in postsecondary readiness indicators.</p> <p>Through targeted professional development, A–G expansion, and transition support, this action seeks to elevate college and career readiness for these student groups. The goal is to ensure equitable access to rigorous coursework, increase CTE and dual enrollment participation, and provide aligned instructional and counseling support. These efforts will create a more inclusive and coherent system of college and career preparation, ensuring that every student, especially those from historically underserved backgrounds, has the resources and guidance necessary to thrive beyond high school.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
2.2	A-G Pathways Support	<p>Presentations will be provided to students and parents on A-G requirements to support Foster Youth, English Learners, and Low-Income students in understanding the importance of successfully completing A-G courses. This action aims to ensure that these students and their families are well-informed about the coursework needed for college eligibility, fostering greater awareness and preparedness. By educating students and parents on these requirements, we help to create a supportive environment that encourages academic success and college readiness.</p> <p>Partnering with UC on reports for Transcript Evaluation Services and California Colleges EDU is essential to support Foster Youth, English Learners, and Low-Income students in understanding and monitoring their</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>progress in meeting A-G requirements. This partnership provides valuable insights and tools to track academic progress, ensuring students are on the right path to fulfill college eligibility requirements.</p> <p>By leveraging these resources, we aim to enhance students' awareness of their academic standing, helping them make informed decisions about their coursework. This initiative aligns with Goal 2 by fostering a supportive environment where students can effectively navigate the complexities of their academic journey, ultimately increasing their chances of college admission and success. Through this collaborative effort, we are committed to promoting educational equity and ensuring that all students have the resources they need to achieve their post-secondary goals.</p>		
2.3	Academic support for A-G courses	<p>Required Action: Academic support such as tutoring is crucial to ensure the academic success of Foster Youth, English Learner, and Low-Income students in A-G courses. This action focuses on providing targeted tutoring to help these students meet the rigorous demands of A-G coursework, which is essential for college and career readiness. By offering specialized academic support, we aim to bridge the gap and ensure all students have the opportunity to excel academically and pass their college-prep courses with a grade of C- or better. Offering A-G recovery course sections specifically for Foster Youth, English Learners, and Low-Income students is crucial to ensure these students have the chance to meet A-G requirements. This action is all about providing additional course sections to help students recover credits and stay on track for graduation. By making these courses available, we aim to support students in meeting the necessary requirements for college and career readiness.</p> <p>As part of our Differentiated Assistance and CSI efforts, this action delivers targeted academic support to increase A-G completion rates for Students with Disabilities and other historically underserved groups. These supports are critical to improving our College/Career Indicator (CCI) performance, an area of need identified both in our local data analysis and through state accountability determinations for CSI schools.</p>	\$310,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This required action addresses the lowest performance (Red indicator) on the 2024 California School Dashboard for specific student groups and indicators. For College/Career Readiness, targeted support is being provided for English Learners at Hueneme High and Frontier High, as well as Low-Income and Homeless students at Frontier High. Additional emphasis is placed on Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. This action also addresses graduation rates for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High, both of which fall below the 80 percent benchmark.</p> <p>To address these challenges, the district is implementing strategic A–G recovery sections and credit-bearing interventions, coupled with personalized tutoring and counseling support. These efforts aim to ensure students in these identified groups are not only able to graduate on time, but also leave high school prepared for college, career, and life. By expanding academic access points and aligning support services, this action advances equity and ensures every student has the opportunity to meet rigorous graduation and postsecondary readiness standards.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
2.4	CTE Teacher Support	<p>Career Technical Education (CTE) instructors transitioning from industry to the educational setting will receive additional support in delivering effective instruction, developing curriculum, integrating technology, and addressing the needs of the whole child. This support includes targeted professional development to enhance their instructional capabilities and foster a comprehensive educational environment. By equipping CTE instructors with the necessary skills and knowledge, we aim to increase CTE participation and completion rates and boost the percentage of graduates who meet the College/Career Indicator (CCI) Prepared standard.</p>	\$0.00	No
2.5	CTE Access and Participation	<p>Support Career Technical Education (CTE) staffing needs to increase CTE program offerings that align with local labor workforce needs and build</p>	\$1,631,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partnerships with businesses and post-secondary institutions. By doing so, we aim to increase CTE participation and completion rates and improve the College and Career Indicator. Expanding these programs ensures that students have access to relevant skills and training, better preparing them for future career opportunities and success.		
2.6	CTE Work-Based Learning	Provide Career Technical Education (CTE) program instructional materials, supplies, lab equipment, and professional services. These resources will support simulated work-based learning activities and the application of technical skills aligned with industry standards. By enhancing our CTE programs with these essential tools and services, we aim to deliver hands-on, practical training that prepares students for real-world career opportunities.	\$0.00	No
2.7	FAFSA/CADAA Workshops	Provides extra time for Counselors and College and Career technicians to offer informational sessions about FAFSA/CADAA. We will organize workshops led by financial aid experts to guide students and parents through the FAFSA/CADAA application process. These sessions aim to ensure that students and their families are well-informed and supported in securing financial aid for college, fostering greater accessibility to post-secondary education.	\$0.00	No
2.8	Advanced Placement and International Baccalaureate	Ensure teachers have access to participate in AP Summer Institutes and IB summer training, attend presentations on test preparation, and collaborate to share best instructional practices and review test preparation materials. This initiative aims to enhance teachers' skills and knowledge, ultimately improving student performance in AP and IB courses.	\$84,632.00	Yes
2.9	Access to AP/IB testing resources	Ensure students have access to high-quality study materials, online resources, and test practice platforms such as Alber IO, MyAP, and other educational websites. This initiative aims to provide students with the necessary tools and resources to succeed academically, particularly in preparing for standardized tests and advanced coursework.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Comprehensive counseling services	<p>Provide comprehensive counseling services to support Foster Youth, English Learners, and Low-Income students. This includes SAT preparation, essay writing workshops, financial aid assistance, academic counseling, and guidance to stay on track to graduate college, career, and life ready. Academic counselors will play a crucial role in offering personalized support, helping students develop their college and career plans, and ensuring they stay on course to meet their goals. Our objective is to ensure students have the support they need to navigate these critical steps successfully.</p> <p>This action supports both our Differentiated Assistance and CSI plans by expanding comprehensive academic and postsecondary counseling services to boost college and career readiness for Students with Disabilities and other underserved groups, particularly in CSI-identified schools.</p> <p>This action addresses the lowest performance (Red indicator) on the 2024 California School Dashboard for specific student groups and indicators. For College/Career Readiness, targeted counseling interventions support English Learners at Hueneme High and Frontier High, as well as Low-Income and Homeless students at Frontier High. The district is also addressing the needs of Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. Graduation rates are being monitored and supported for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High.</p> <p>By integrating academic advising, A–G planning, and transition supports into schoolwide counseling systems, this action ensures that Foster Youth, English Learners, Students with Disabilities, Low-Income, and Homeless students have access to individualized college and career planning. These efforts are designed to help students identify postsecondary goals, meet graduation benchmarks, and navigate pathways to higher education, training, or employment.</p>	\$1,146,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.		
2.11	YouthTruth Survey	This action involves collaborating with the YouthTruth Student Survey to gather feedback from students, parents, and staff on college and career preparation, student engagement, and school culture. By collecting these insights, we aim to better understand and address the needs and experiences of our educational community, ultimately enhancing our programs and fostering a more supportive and effective learning environment.	\$0.00	No
2.12	College Orientation Programs & Dual Enrollment	This action engages parents and the broader community to support students' success in college coursework. We will host workshops for parents on how to academically support their children and provide students with counseling sessions on organizational skills, orientation programs, and college success strategies. We will also collaborate with high school principals, counselors, university admissions officers, and professors to increase the number of dual enrollment classes. This includes allocating time for high school and college counselors to plan schedules and recruit students and teachers. By combining these efforts, we aim to build a strong support network around students, ensuring they have the resources, guidance, and opportunities needed to excel in their academic pursuits.	\$248,082.00	Yes
2.13	College advisors and counselors	<p>Required Action: Provide college counselors and advisors, including EAOP Counselors from local higher-level institutions, at each school site to support Foster Youth, English Learners, and Low-Income students in navigating the college application process. This action focuses on ensuring these students have the guidance and resources they need to successfully apply to college, addressing barriers and streamlining the process.</p> <p>This action supports our Differentiated Assistance and CSI plans by deploying dedicated college and career advisors to deliver individualized postsecondary planning support, especially for Students with Disabilities and other historically underserved groups. These efforts are designed to</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>improve College/Career Indicator (CCI) outcomes, which are central to both our Differentiated Assistance and CSI school improvement processes.</p> <p>This action addresses the lowest performance (Red indicator) on the 2024 California School Dashboard across several student groups and indicators. For College/Career Readiness, targeted support is provided to English Learners at Hueneme High and Frontier High, and to Low-Income and Homeless students at Frontier High. The district also supports Students with Disabilities at Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Rio Mesa High. Graduation support is prioritized for English Learners at Hueneme High and for Low-Income and Hispanic students at Condor High.</p> <p>By offering site-based college counselors who provide tailored advising, application assistance, financial aid literacy, and postsecondary planning, this action ensures Foster Youth, English Learners, Low-Income students, Homeless youth, and Students with Disabilities are better equipped to pursue and access college, training, or workforce pathways. This individualized guidance is a key lever in increasing equitable outcomes across the district.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
2.14	Equitable Grading Practices	<p>Design and implement differentiated professional development to ensure teachers understand and effectively implement the grading policy. We will conduct training sessions and workshops, complemented by peer coaching where expert teachers support their peers. Presentations on grading practices will be provided to parents, guiding them on how to support their children. We will collaborate with consultants to promote equitable grading practices. These efforts aim to enhance teacher proficiency in grading, foster consistency, and ensure that grading policies are equitable and transparent for all educational partners.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	AVID	Enhance academic performance and college readiness through the AVID (Advancement Via Individual Determination) program, focusing on students traditionally underrepresented in higher education. This initiative equips students with critical thinking, organizational skills, and academic strategies for success. By continuously developing curriculum and providing professional development for teachers, AVID ensures effective implementation of its methodologies. Support personnel, including AVID coordinators and tutors, offer personalized assistance, mentoring, and college readiness resources, fostering a college-going culture.	\$264,475.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Oxnard Union High School District has revised Goal 3 for the 2024-27 LCAP to enhance our Multi-Tiered Systems of Support (MTSS) to more effectively meet the diverse needs of our student population. Through recent survey data, we identified the need for focused inclusion and wellness initiatives. Feedback from our educational partners strongly supports intensifying efforts for our most at-risk groups, including Foster Youth, English Learners, and Low-Income students. By improving initiatives such as Positive Behavioral Interventions and Supports (PBIS) and expanding platforms to elevate student voices, we reaffirm our commitment to equity, inclusion, and comprehensive wellness.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Climate Student Survey Percentage of students responding “Agree or Strongly Agree” (State Priority 6C)	Source: 2023-24 Youth Truth Student Survey Results Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: 51% Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: 34% Culture: the degree to which students believe that their school fosters a culture of respect and fairness. ALL: 32% Student Participation Rate ALL: 40%	Source: 2024-25 Youth Truth Student Survey Results Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: 54% Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: 38% Culture: the degree to which students believe that their school fosters a culture of respect and fairness.		Source: 2026-27 Youth Truth Student Survey Results Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: 63% Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: 47% Culture: the degree to which students believe that their school fosters a culture of respect and fairness.	Youth Truth Student Survey Results Engagement: the degree to which students perceive themselves as engaged with their school and their education. ALL: +3% Relationships: the degree to which students feel they receive support and personal attention from their teachers. ALL: +4% Culture: the degree to which students believe that their school fosters a culture of respect and fairness. ALL: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ALL: 36% Student Participation Rate ALL: 72%		ALL: 45% Student Participation Rate [Insert the proper section title] ALL: 79%	Student Participation Rate: the percentage of enrolled students who completed the survey. ALL: +32%
3.2	School Average Daily Attendance Rate (State Priority 5A)	Source: 2023-24 Q-SIS ALL: 89.19% EL: 88.4% FY: 85.2% HOM: 86.6% LI: 91.4% SWD: 88%	Source: 2024-25 Q-SIS ALL: 90.7% EL: 87.6% FY: 84.0% HOM: 87.0% LI: 90.0% SWD: 86.4%		Source: 2026-27 Q-SIS ALL: 92% EL: 91% FY: 88% HOM: 90% LI: 94% SWD: 91%	Average Daily Attendance Rate ALL: +1.51% EL: -0.80% FY: -1.20% HOM: +0.40% LI: -1.40% SWD: -1.6%
3.3	Chronic Absenteeism - Local Data Percentage of students who are absent on 10 percent or more of the schooldays in the school year.	Source: 2023-24 Q-SIS ALL: 29%	Source: 2024-25 Q-SIS ALL: 30%		Source: 2026-27 Q-SIS ALL: 23%	Chronic Absenteeism Rate ALL: +1.0%
3.4	Expulsion Rates (State Priority 6B)	Source: 2022-23 DataQuest ALL: 0.4% EL: 0.9% FY: 1.2%	Source: 2023-24 Data Quest ALL: 0.6% EL: 1.5% FY: 2.1%		Source: 2025-26 DataQuest ALL: 0.2% EL: 0.4% FY: 0.5%	Expulsion Rate ALL: +0.2% EL: +0.6% FY: +0.9% HOM: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 1% LI: 0.6% SWD: 1%	HOM: 1.5% LI: 0.7% SWD: 0.9%		HOM: 0.5% LI: 0.3% SWD: 0.5%	LI: +0.1% SWD: -0.1%
3.5	Suspension Rates (State Priority 6A)	Source: 2022-23 DataQuest Total percentage of students suspended ALL: 5.7% EL: 9.3% FY: 26.2% HOM: 9.2% LI: 6.7% SWD: 9.7% Percentage of one suspension events ALL: 69.2% EL: 70.2% FY: 50% HOM: 63.6% LI: 67.5% SWD: 60.1% Percentage of multiple suspension events ALL: 30.8% EL: 29.8% FY: 50% HOM: 36.4% LI: 32.5% SWD: 39.9%	Source: 2023-24 Data Quest Total percentage of students suspended ALL: 5.5% EL: 8.1% FY: 18.1% HOM: 9.6% LI: 6.3% SWD: 9.0% Percentage of one suspension events ALL: 79.7% EL: 79.2% FY: 47.1% HOM: 77.8% LI: 79.3% SWD: 66.2% Percentage of multiple suspension events ALL: 20.3% EL: 20.8% FY: 52.9% HOM: 22.2%		Source: 2025-26 DataQuest Total percentage of students suspended ALL: 2% EL: 4% FY: 12% HOM: 4% LI: 3% SWD: 4% Percentage of one suspension events ALL: 35% EL: 35% FY: 25% HOM: 30% LI: 30% SWD: 30% Percentage of multiple suspension events ALL: 15% EL: 15% FY: 25% HOM: 17%	Suspension Rates Total percentage of students suspended ALL: -0.2% EL: -1.2% FY: -8.1% HOM +0.4% LI: -0.4% SWD: -0.7% Percentage of one suspension events ALL: +10.5% EL: +9.0% FY: -2.9% HOM: +14.2% LI: +11.8% SWD: +6.1% Percentage of multiple suspension events ALL: -10.5% EL: -9.0% FY: +2.9% HOM: -14.25 LI: -11.8% SWD: -6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LI: 20.7% SWD: 33.8%		LI: 15% SWD: 20%	
3.6	<p>Student access to standards-aligned instructional materials</p> <p>Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home</p> <p>(State Priority 1B)</p>	<p>Source: 2022-23 CA Dashboard Local Indicators</p> <p>ALL: 0%</p>	<p>Source: 2023-24 CA Dashboard Local Indicators</p> <p>ALL: 0%</p>		<p>2025-2026, CA Dashboard Local Indicators</p> <p>ALL: 0%</p>	<p>CA Dashboard Local Indicators</p> <p>ALL: 0%</p>
3.7	<p>Parent Involvement</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(State Priority 3A, 3B, 3C)</p>	<p>Source: 2022-23 CA Dashboard Local Indicators</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Average Rating Scale: 3.5</p> <p>Section 2: Building Partnerships for Student Outcomes</p>	<p>Source: 2023-24 CA Dashboard Local Indicators</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Average Rating Scale: 3.6</p> <p>Section 2: Building Partnerships for Student Outcomes</p>		<p>Source: 2025-26 CA Dashboard Local Indicators</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Average Rating Scale: 4.5</p> <p>Section 2: Building Partnerships for Student Outcomes</p>	<p>CA Dashboard Local Indicators</p> <p>Section1: Building Relationships Between School Staff and Families</p> <p>Average Rating Scale: +0.01</p> <p>Section2: Building Partnerships for Student Outcomes</p> <p>Average Rating Scale: -0.15</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average Rating Scale: 3.5 Section 3: Seeking Input for Decision-Making Average Rating Scale: 4.25	Average Rating Scale: 3.35 Section 3: Seeking Input for Decision-Making Average Rating Scale: 3.34		Average Rating Scale: 4.5 Section 3: Seeking Input for Decision-Making Average Rating Scale: 5	Section3: Seeking Input for Decision-Making Average Rating Scale: -0.91
3.8	These priorities are specifically designed for elementary- and middle-school districts and do not apply to Oxnard High School Districts: Chronic Absenteeism (State Priority 5B) Middle School Dropout Rates (State Priority 5C)	CA Dashboard NA	CA Dashboard NA		CA Dashboard NA	CA Dashboard NA

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing the planned actions under Goal 3, with most initiatives carried out with fidelity and embedded across all sites. These actions supported improvements in school culture, student well-being, and inclusive learning environments aligned with the Multi-Tiered System of Supports (MTSS). Select initiatives were partially implemented due to staffing and scheduling constraints; however, key foundational systems remain in place for continued development.

Fully Implemented Actions:

Actions 3.4–3.9 were implemented as planned across all sites. The Cal-SAFE program (Action 3.4) provided consistent services to pregnant and parenting students, including child development support, academic case management, and linkages to social services. Over half of those served were English Learners, Students with Disabilities, or Foster Youth, ensuring targeted access for high-need student groups.

Action 3.5 leveraged both YouthTruth and districtwide universal screeners to assess school climate. Students reported increased positive perceptions related to campus connection and fairness, with growth in the degree to which schools foster respect and safety.

Action 3.6, focused on school safety, included staffing of campus supervisors and School Resource Officers, mental health and wellness programs, safety drills, and implementation of comprehensive Safe School Plans.

Action 3.7 provided all students with increased access to music, athletics, and extracurricular programs. Student feedback and suspension trends indicated improved school connectedness, although additional site-based supports are needed to expand access for underrepresented students.

Action 3.8, which centers student voice, expanded formalized input structures such as the Superintendent’s Student Advisory Council, the Peace and Respect Committee, and student leadership roles on district advisory councils.

Action 3.9 ensured robust opportunities for parent engagement through district and site-based committees. Families engaged in LCAP development, advisory groups (e.g., DELAC, SEPAC, Black/African American Education Advisory Council), and consistent communication protocols, strengthening districtwide inclusion.

Partially Implemented Actions:

Action 3.1, which supports Restorative Practices and PBIS, was partially implemented. While professional development and pilot activities were provided, full implementation across all sites was limited by scheduling conflicts and staff availability. This action remains a priority for phased rollout with increased site-based coaching.

Action 3.2, encompassing MTSS and Student Wellness Programming, was implemented in full. However, the Community Schools model was only partially implemented at Channel Islands and Hueneme High Schools, in alignment with external grant timelines. Wellness programming was consistently delivered at all sites through Tier 1 classroom supports, Tier 2 groups, and Tier 3 wraparound services.

Action 3.3, which targeted chronic absenteeism, utilized attendance teams, wellness counselors, and external agency partnerships. Despite these efforts, chronic absenteeism rates remained consistent with the prior year, signaling the need for increased focus on Tier 1 strategies and earlier identification of students in need of intervention.

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.

Based on the fiscal analysis of Goal 2, planned contributing expenditures were understated. The 2024-2025 Annual Update Table now represents all contributing estimated actual expenditures.

In addressing the material differences between budgeted and actual expenditures for our LCAP initiatives under Goal 3, specific actions demonstrated significant variances: Restorative Practices and PBIS (Action 3.1), Student Wellness Programming (Action 3.2), Chronic Absenteeism Interventions (Action 3.3), Cal-SAFE Program (Action 3.4), Social Emotional and Culture Climate Student Survey (Action 3.5), School Safety (action 3.6), Music and Athletics (Action 3.7), and Parent Engagement (Action 3.9).

Action (3.1) For Restorative Practices and PBIS, the underspending occurred partly due to challenges in fully implementing these programs across all sites, influenced by scheduling conflicts and resource allocation issues. The school sites and District closures due to the fires impacted professional development that had been scheduled. In addition, the district and sites focused more on internal training and professional development, which reduced costs. Despite these challenges, the programs were effective in engaging staff and students in positive behavioral supports. The year is not over at this time and more encumbrances shall take place.

Action (3.2) Student Wellness Programming: This initiative closely matched the budgeted projections, and due to increased support, especially for our CSI schools, the allocation increased in order to allow the district to maintain its commitment to supporting student mental health and wellness comprehensively. The allocated funds continued to be effectively used to bolster wellness programming across all school sites, contributing to a robust support system within our MTSS framework.

Action (3.3) The Chronic Absenteeism Interventions had a reallocation of resources to meet other areas of need. The district was still able to implement attendance support via existing programs and provide professional development with increased reliance on OUHSD resources.

Action (3.4) The Cal-SAFE Program saw a need for increased staff over the estimated numbers, in order to meet the needs of the population served. This accounted for the overspending.

(Action 3.5) Social Emotional and Culture Climate Student Survey had a reduction in costs. The district did not do a third survey but relied on the district universal screener and the Youth Truth Survey to obtain key feedback from students and other community members.

Action (3.6) School Safety Measures: Spending on school safety measures was below the planned budget, partly due to the utilization of other funding sources such as safety credits and outside agencies who provided professional development at no cost. This included collaborative safety professional development with Ventura County Schools Self Funding Authority and the Ventura County Office of Education for Safety Seminars. In addition there is still encumbered money to be spent on School resources Officers salaries.

Action (3.7) Music and Athletics: There is overspending in this area as related to athletic trainers and athletic trainer supplies. In addition, a new program had been created district wide and required support. That program was girl's flag football. This was an expansion of our efforts to expand extracurricular activities for all students.

Action (3.9) Parent Engagement: The need was addressed in additional ways, which account for the underspending. Additionally, the district successfully leveraged other grants to ensure programming was implemented and sustained.

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

The following Actions were effective, and the degree to which the result was effective was measured by the associated metrics as shown below:

Action 3.1 Restorative Practices and PBIS: These actions enhanced the school climate and student behavior management across the district. Metric: Reduction in suspension rates and increased positive behavioral interventions, with a marked improvement in the overall school climate as reflected in the YouthTruth Survey results. Suspension rates declined from 5.7% to 5.5%. Suspension rates for key sub groups declined as well: EL 9.3% to 8.1%, FY 26.2% to 18.1%, LI 6.7% to 6.3% and SWD 9.7% to 9.0%.

Action 3.2 MTSS, Student Wellness and Community Schools: Increased access to mental health and wellness resources significantly contributed to improved student well-being. Metric: Utilization rates of wellness resources and student self-reported improvements in mental health from the district wide universal screener. Additionally, results from the LCAP Survey highlight that 60% of students have accessed wellness services at their school site—demonstrating strong student awareness and growing trust in the support systems available to them.

Action 3.4 Cal-SAFE: Supported pregnant, parenting students and their children effectively. Cal-Safe is fully implemented and continues to serve teen parents and their children. The key sub group populations of English Language Learners, Special Education and Foster Youth account for over 50% of the students served. Metric: Students that participated in Cal Safe graduated in 2023-2024 at a 92% rate.

Action 3.6 School Safety: Enhancements in safety measures, including training and drills, led to a more secure school environment. Metric: The YouthTruth Survey indicate an improved perceptions of safety. Only 10% of students reported they do not feel safe at school via the Youth Truth Survey.

The following Action(s) were ineffective but will not be changed (see Prompt 4 of the Goal Analysis below for more details):

Action 3.3 Chronic Absenteeism Interventions: The chronic absenteeism rates seem to be very similar to the previous year. The chronic absenteeism rates from 2023-2024 to 2024-2025 scored at 29% to 30%. The rates of chronic absenteeism remain a concern. The rates for this year help set a baseline to build off for the next two years. The ambitious targets set for 2026-2027 (23%), suggest the need for continued and enhanced efforts.

Action 3.5 Social Emotional and Culture Climate Student Survey: Survey participation rates increased, and the findings are being used to inform ongoing improvements in school policies and practices. Metric: Participation rates went from 40% to 72%. While the implementation of PBIS has improved behavior management, the overall engagement and connectedness scores from surveys suggest that further work is needed to ensure all students feel fully engaged and part of their school community. Metric: student engagement went from 51% to 54% and the goal set for 2026-2027 is 63%.

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.

Transitioning into Year 2 of our current LCAP cycle, we recognize the new requirement that any action not demonstrably effective over the full three-year period must be revised at the close of Year 3. Having only completed Year 1, we lack sufficient longitudinal evidence to designate any of our planned strategies as ineffective; accordingly, all actions remain fully in place. We will continue to monitor progress through systematic mid-year reviews and a comprehensive end-of-Year 3 evaluation before making any substantive modifications, thereby ensuring fidelity to implementing the Multi-Tiered Systems of Intervention and Support (MTSS).

As part of our continuous improvement process, six Goal 3 actions 3.1 (Restorative Practices and Wellness Centers), 3.2 (MTSS, Wellness, and Community Schools), 3.4 (CAL-SAFE Support Services), 3.5 (YouthTruth Student Survey), 3.6 (School Safety), and 3.8 (Student Voice) have been reclassified from non-contributing to contributing. These actions are principally directed toward meeting the needs of Foster Youth, Homeless Youth, and English Learners by promoting safe, inclusive, and supportive school climates, as well as expanding opportunities for engagement and belonging. Supported by LCFF supplemental and concentration funds, these services are designed to improve connectedness, reduce disproportional discipline, and elevate student voice, areas where unduplicated students experience the greatest gaps. This shift aligns with the regulatory definition of contributing actions under California Code of Regulations §15496, ensuring they are effective in increasing or improving services for our highest-need populations.

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	Restorative Practices and PBIS	Enhance the effectiveness of the Multi-Tiered Systems of Intervention and Support by refining and expanding Positive Behavioral Interventions and Supports (PBIS), inclusion practices, and wellness strategies. This action aims to integrate student voices and ensure the academic achievement and social-emotional learning of all students. The initiative seeks to cultivate a supportive and inclusive educational environment that fosters both academic success and emotional well-being. PBIS support personnel will be crucial in implementing and sustaining these efforts, providing targeted support and guidance.	\$147,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action is a key component of our Differentiated Assistance and CSI plans to address high suspension rates for Homeless students and Students with Disabilities. Through implementation of restorative practices and Positive Behavioral Interventions and Supports (PBIS), this action draws on evidence-based strategies to improve school climate and reduce exclusionary discipline, especially within CSI-identified schools.</p> <p>This action targets the highest suspension rates (Red indicator) on the 2024 California School Dashboard for specific student groups. It focuses on English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and on Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High. By prioritizing these schools and student groups, the district aims to reduce disproportionality in discipline practices and ensure that all students—especially English Learners, Low-Income youth, Homeless students, and Students with Disabilities—benefit from a safe, inclusive, and supportive learning environment.</p>		
3.2	MTSS, Wellness, and Community Schools	<p>Implement and enhance the Multi-Tiered Systems of Intervention and Support, focusing on promoting diversity, equity, and inclusion across the school program. By incorporating insights and active participation from a broad range of educational partners, including support staff, we aim to adapt and improve intervention strategies. Support staff will play a critical role in executing this action, providing personalized assistance, resources, and ongoing support to ensure every student benefits from an equitable and supportive learning environment. This initiative will also leverage the community schools model to integrate academic, health, and social services, fostering a holistic approach to student well-being and success.</p> <p>This comprehensive action is central to both our Differentiated Assistance and CSI plans, addressing the multifaceted needs of Homeless students, Students with Disabilities, and other underperforming groups in CSI-identified schools. Through expanded Multi-Tiered System of Supports (MTSS) and community school models, we aim to eliminate barriers to</p>	\$9,910,915.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>learning by coordinating academic, behavioral, and wellness services that promote whole-child success.</p> <p>This action targets elevated suspension rates (Red indicator) on the 2024 California School Dashboard for several student groups. It addresses English Learners at Adolfo Camarillo High, Channel Islands High, and Frontier High, and Low-Income and Homeless students at Adolfo Camarillo High, Channel Islands High, Hueneme High, Oxnard High, Pacifica High, and Frontier High. By leveraging tiered interventions, integrated support teams, and community partnerships, we seek to cultivate inclusive, safe learning environments where our most vulnerable students, particularly English Learners, Low-Income, Homeless youth, and Students with Disabilities, can thrive.</p>		
3.3	Chronic Absenteeism Interventions	<p>Required Action: Implement targeted interventions to address chronic absenteeism, focusing on supporting Low-Income students, English Learners, and Foster Youth. This action aims to identify and mitigate the barriers that contribute to frequent absences among these student groups, ensuring that all students have equal opportunities to participate in and benefit from the educational offerings. Support personnel will be integral in providing the necessary guidance and resources to help these students overcome challenges that lead to absenteeism.</p> <p>While not directly tied to our Differentiated Assistance indicators, this action supports broader district improvement strategies by addressing chronic absenteeism, particularly among Homeless students and Students with Disabilities. Chronic absenteeism undermines academic performance, increases the likelihood of behavioral incidents, and exacerbates opportunity gaps. In CSI-identified schools, targeted outreach, family engagement, and attendance monitoring systems are critical to improving school connectedness and instructional access for our most vulnerable student groups.</p> <p>This action addresses persistent red performance indicators on the 2024 California School Dashboard for several student groups. For the English</p>	\$1,660,690.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learner Progress Indicator (ELPI), our focus includes Frontier High (26.5 percent), Hueneme High (28.8 percent), and Condor High (36.4 percent). In English Language Arts, English Learners are supported at Channel Islands, Hueneme, and Oxnard High Schools, while Low-Income and Homeless students are targeted at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, Condor, and Frontier High Schools. In Mathematics, efforts support English Learners at Channel Islands and Oxnard High Schools, and Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Rio Mesa, and Condor High Schools. Graduation rate improvements focus on English Learners at Hueneme High, with College/Career readiness supports extending to English Learners at Hueneme and Frontier High Schools. Suspension rates are being addressed for English Learners at Adolfo Camarillo, Channel Islands, and Frontier High Schools, and for Low-Income and Homeless students at Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Pacifica, and Frontier High Schools. These integrated efforts support whole-child success by improving attendance patterns that directly impact achievement and school climate.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
3.4	Cal Safe	Provide Cal Safe to all students who are pregnant or parenting students. A point of emphasis will be on Low Income, English Learners and Foster Youth. This is a drop out intervention with a goal of also increasing attendance.	\$658,631.00	Yes
3.5	Social Emotional and Culture Climate Student Survey	Maintain the implementation of a Student Social Emotional and Culture Climate survey to continue supporting academic and social-emotional progress. This survey is designed to gather student feedback on school climate and safety. The feedback received will be instrumental in ensuring that our schools provide a supportive environment for all students,	\$21,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
		especially those who are most vulnerable. The survey results will guide us in intensifying efforts to support our most at-risk groups, including Foster Youth, English Learners, and Low-Income students.		
3.6	School Safety	Provide comprehensive safe school plans, procedures, and staff to support safety physically, socially, and emotionally. This includes conducting safety drills throughout the year, such as earthquakes, active assailant lockdowns, fire, and evacuation. Support personnel will be essential in implementing and maintaining these safety measures, ensuring a secure environment for all students and staff.	\$9,779,431.00	Yes
3.7	Music and Athletics	<p>Ensure English Learners, Low-Income Students, and Foster Youth have access to extracurricular activities, clubs, music/band, sports, after-school enrichment activities, instructional technology and school supplies, and other related essential supplies.</p> <p>This action supports both our Differentiated Assistance and CSI plans by ensuring equitable access to extracurricular activities for Homeless students, Students with Disabilities, and other unduplicated students. Engagement in these activities often correlates with improved attendance, behavior, and academic performance, supporting our overall goals for these student groups.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>	\$817,716.00	Yes
3.8	Student Voice	Continued development and implementation of a systemic process to engage and obtain student voices from diverse students, including Black/African American, Asian/Filipino/Pacific Islander, Latino/a, Indigenous populations, LGBTQIA+ students, and groups that have been	\$3,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
		traditionally underrepresented and underserved to ensure academic and social-emotional progress.		
3.9	Parent Engagement	Development and implementation of a systemic process to engage and obtain parent, caregiver, and family input from diverse partners, including Black/African American, Asian/Filipino/Pacific Islander, Latino/a, Indigenous populations, LGBTQIA+ students and groups that have been traditionally underrepresented and underserved to ensure progress towards promote equity and student empowerment.	\$2,645.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In crafting a focused equity multiplier goal for Frontier High School, the Oxnard Union High School District is addressing the critical issue of educational instability and low academic achievement among students from Low-Income families, as highlighted by the California School Dashboard. With a non-stability rate of 67.3% and an overall enrollment of students from Low-Income families of 92%, in the 2023-24 school year, a significant portion of our students are facing frequent disruptions in their educational settings. This instability hampers consistent academic engagement and achievement, making it imperative to implement targeted interventions. Our goal is to reduce this non-stability rate to 50% by the 2026-27 school year.

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

In continuation with last year's work toward this goal and CA Dashboard results, there are no changes with identified student groups or indicators. Therefore, OUHSD will keep with the goal and update through our analysis. This goal exemplifies our commitment to tackling the unique challenges faced by all students at Frontier High School, as well as Low-Income students by creating a stable and supportive

educational environment. By focusing on these specific areas, we aim to provide students with the continuity and support needed to enhance their educational outcomes. The strategic focus of this goal ensures that our interventions are precise and tailored, facilitating impactful and measurable improvements in student stability and overall achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>SBAC – CA Statewide Assessment English Language Arts</p> <p>Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District</p> <p>ALL: -31.2 DFS</p> <p>Frontier High School</p> <p>ALL: -171.8 DFS LI: -169.8 DFS</p>	<p>Source: 2023-24 CA Dashboard</p> <p>District</p> <p>ALL: -20.4 DFS</p> <p>Frontier High School</p> <p>ALL: - 165.3 DFS LI: -152.4 DFS</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>Frontier High School</p> <p>ALL: 0 DFS LI: 0 DFS</p>	<p>SBAC – CA Statewide Assessment English Language Arts</p> <p>Frontier High School</p> <p>ALL: +6.5 DFS LI: +17.4 DFS</p>
4.2	<p>SBAC – CA Statewide Assessment Mathematics</p> <p>Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District</p> <p>ALL: -122.3 DFS</p> <p>Frontier High School</p> <p>ALL: -252.4 DFS LI: -251.1 DFS</p>	<p>Source: 2023-24 CA Dashboard</p> <p>District</p> <p>ALL: -109.3 DFS</p> <p>Frontier High School</p> <p>ALL: -256.9 DFS LI: -251.6 DFS</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>Frontier High School</p> <p>ALL: -50 DFS LI: -50 DFS</p>	<p>SBAC – CA Statewide Assessment Mathematics</p> <p>Frontier High School</p> <p>ALL: -4.5 DFS LI: -0.5 DFS</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	High School Graduation Rates (State Priority 5E)	Source: 2022-23 CA Dashboard District ALL: 89.6% Frontier High School ALL: 77.8% LI: 77.1%	Source: 2023-24 CA Dashboard District ALL: 91.4% Frontier High School ALL: 80.9% LI: 81.3%		Source: 2025-2026 CA Dashboard Frontier High School ALL: 82% LI: 82%	High School Graduation Rates Frontier High School ALL: +3.1% LI: +4.2%
4.4	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard District ALL: 5.8% Frontier High School ALL: 15% LI: 15.5%	Source: 2023-24 CA Dashboard District ALL: 5.6% Frontier High School ALL: 17.4% LI: 16.8%		Source: 2025-2026 CA Dashboard Frontier High School ALL: 7% LI: 7%	Suspension Rates Frontier High School ALL: +2.45% LI: +1.3%
4.5	Nonstability Rate	Source: 2022-23 DataQuest District ALL: 11.4% Frontier High School	Source: 2023-24 DataQuest District ALL: 12.1% Frontier High School		Source: 2025-26 DataQuest Frontier High School ALL: 30%	Nonstability Rate Frontier High School ALL: -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 68.8%	ALL: 67.3%			

Goal Analysis [2025-26]

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

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

All action items listed in Goal #4 were implemented with fidelity, with one exception. Bilingual paraeducators (Action 4.5) were not hired this year.

Action items implemented as planned:

Action 4.1: Professional Development

Frontier staff participated in targeted professional learning aligned with the site's equity priorities. Funded through EEBG and Title II, the sessions focused on mentoring strategies, inclusive classroom environments, trauma-informed practices, and academic supports for Homeless, Low-Income, and EL students. These learning opportunities built shared capacity among administrators and staff to respond to student needs with empathy and consistency.

Action 4.2: Tutoring

Students were offered increased access to tutoring and academic support through a combination of before-school, lunch, and after-school opportunities. These sessions were supported by staff who also served as informal mentors, helping to connect students with available resources and maintain academic engagement. The expansion of flexible, staff-led support time strengthened the school's ability to meet the varied needs of Homeless, Low-Income, and other high-needs student populations.

Action 4.3: Collaborative Learning

Collaborative learning time was implemented through site-based cycles that took place during regularly scheduled Lesson Study. Supported by the EEBG grant, these cycles allowed teachers to work in PLCs, reflect on instructional practice, and plan lessons with a shared focus on supporting English Learners and Low-Income students. While not separately structured, this collaborative time deepened teacher capacity and strengthened alignment around equitable instruction.

Action 4.4: MTSS Implementation

MTSS supports were implemented through staff-driven mentoring efforts that connected individual students with trusted adults for personalized guidance. Staff monitored student needs and provided 1:1 check-ins to address academic, behavioral, and wellness concerns.

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.

In addressing the material differences between budgeted and actual expenditures for our LCAP initiatives under Goal 4, several actions stand out:

Professional Development (4.1) and Collaborative Learning (4.3):

Both actions were funded through the Educator Effectiveness Block Grant (EEBG), with some additional support from Title II. Actual spending in these areas trailed initial projections, primarily because sessions were consolidated and aligned with existing districtwide PD offerings. Despite this, staff participation remained strong. Teachers engaged in embedded lesson study and collaborative cycles, contributing meaningfully to instructional improvement efforts.

Tutoring and MTSS Supports (4.2 and 4.4):

Tutoring services ran over initial budget expectations due to increased staffing and extended access during and beyond the school day. These services were funded through Comprehensive Support and Improvement (CSI) and Site Title I, allowing for widespread implementation. Similarly, MTSS supports were fully implemented, leveraging multi-funded staffing to provide academic mentoring, social-emotional counseling, and targeted student engagement opportunities. These expenditures reflect a strong alignment between fiscal planning and service delivery.

Bilingual Paraeducators (4.5):

This action was not implemented during the school year. As a result, the associated funds were not expended for this action. Any future plans for bilingual paraeducator support will require revised staffing proposals and adjusted allocations in future planning cycles.

Transportation Access (4.6):

Late-bus routes were added to ensure students could stay for tutoring and clubs, fully supported by CSI and Title I.

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

Based on our analysis of outcome metrics and implementation data specific to Frontier High School, the following actions demonstrated varying levels of effectiveness in advancing Goal 4. All references to growth and progress are supported by indicators aligned to low-income students at the site level.

Action 4.2 – Tutoring & Staff Mentoring

This action demonstrated moderate effectiveness. Frontier expanded tutoring into multiple time blocks and embedded mentoring sessions targeting academic recovery and student connection. For low-income students, SBAC English Language Arts scores improved by +17.4 DFS (from -169.8 to -152.4), while SBAC math showed marginal growth of +0.5 DFS (from -251.1 to -251.6). The graduation rate for low-income students increased from 77.1% to 81.3% (+4.2), indicating improved credit attainment. Although the nonstability rate remains very high at

67.3% (–1.5%), and suspension rates rose slightly from 15.5% to 16.8% (+1.3), this action appears to have positively influenced student achievement and persistence despite systemic mobility and behavioral challenges.

Action 4.4 – MTSS Supports & Student Engagement

This action showed moderate effectiveness. Frontier’s MTSS team paired students with trusted adults for routine academic and attendance monitoring. For low-income students, SBAC ELA scores improved by +17.4 DFS, and graduation rates increased by +4.2%. While SBAC math saw only a +0.5 DFS improvement and the suspension rate rose slightly (+1.3), the overall data suggest the action fostered greater school connectedness and instructional responsiveness.

Action 4.6 – Transportation Access

This action demonstrated emerging effectiveness. The launch of a late-bus route expanded access to after-school tutoring and credit recovery. Academic metrics for low-income students reflect minor to moderate improvement (ELA +17.4 DFS; math +0.5 DFS), and graduation increased by 4.2 percentage points. The persistently high nonstability rate (67.3%) and rising suspension rate (16.8%) temper the overall impact but suggest transportation helped address access barriers.

Action 4.1 – Job-Embedded Professional Development

This action had limited implementation. Midyear budget shifts led to the reallocation of PD resources, and no walkthrough or instructional shift data were collected. Given the lack of measurable impact tied directly to this action, no correlation to SBAC, graduation, or suspension outcomes can yet be determined.

Action 4.3 – Collaborative Learning Cycles

This action showed minimal evidence of effectiveness in its first year. Although PLC lesson study sessions took place, outcome data tied to instruction (e.g., common assessment scores) remain unavailable. Improvements in ELA DFS (+17.4) and graduation rate (+4.2%) are likely the result of direct supports (tutoring, mentoring, and MTSS), not collaborative instructional shifts.

Action 4.5 – Bilingual Paraeducators

This action was fully implemented during 2024–25.

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.

Reflecting on Year 1 implementation, no changes have been made to the overall goal statement, actions, or metrics. However, implementation refinements are planned for 2025–26:

Tutoring schedules (Action 4.2) will be more tightly aligned to student availability and intervention blocks to increase participation and impact.

MTSS implementation (Action 4.4) will deepen Tier 1 SEL and behavior supports, with enhanced training for staff on restorative practices and trauma-informed care.

Transportation access (Action 4.6) will continue, with improved data tracking to measure its direct influence on attendance and credit recovery.

No actions have been deemed ineffective at this time. Adjustments for Year 2 focus on strengthening fidelity of implementation and increasing service reach, especially for English Learners and Homeless students.

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	Professional Development	<p>Required Action: Specialized professional development initiative designed to enhance the teaching skills necessary to meet the diverse academic needs of English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students. This program focuses on refining educators' abilities to adapt their teaching practices to better suit the varied educational needs within these student subgroups, thereby supporting their academic success and stability. Through these professional development sessions, teachers will be introduced to innovative instructional techniques that promote inclusivity and fairness in the classroom, ensuring that the unique challenges and barriers faced by each student are adequately addressed. This strategy aligns with our broader commitment to fostering an equitable educational environment where all students have the opportunity to excel.</p> <p>This required action addresses red performance indicators on the 2024 California School Dashboard for specific student groups at Frontier High School. For the English Learner Progress Indicator (ELPI), Frontier High reports a critically low rate of 26.5 percent, requiring targeted instructional and language development supports. In English Language Arts, performance for English Learners, Low-Income, and Homeless students remains well below standard, with a DFS of -165.3 for the school overall. Mathematics outcomes reveal similar disparities for these same student</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>groups. Graduation rates for English Learners at Frontier High fall below the 80 percent benchmark, and College/Career Readiness rates for English Learners also remain a concern. Suspension rates at 17.4 percent disproportionately impact English Learners, Low-Income, and Homeless students, highlighting the need for enhanced restorative practices and behavioral supports. These targeted interventions are designed to ensure that students at Frontier High, particularly those in the most underserved groups, receive the academic, behavioral, and social-emotional support necessary to succeed.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
4.2	Tutoring	<p>Required Action: Focused tutoring program tailored specifically to bolster the educational attainment of English Learners, Hispanic students, Homeless students, Students with Disabilities, Foster Youth, and Low-Income students. Concentrating on critical areas like English Language Arts and Mathematics, this initiative will apply data-informed strategies to deliver personalized tutoring aimed at bridging proficiency gaps and reinforcing classroom instruction. These targeted tutoring efforts are set to substantially uplift proficiency in essential academic disciplines, significantly improving overall student achievement and performance.</p> <p>This required action addresses red performance indicators on the 2024 California School Dashboard for key student groups at Frontier High School. The English Learner Progress Indicator (ELPI) at Frontier is among the lowest in the district at 26.5 percent, requiring intensified language development strategies and multilingual learner supports. In English Language Arts, the Distance from Standard remains critically low at -165.3, with English Learners, Low-Income, and Homeless students among the most impacted. Mathematics performance also reflects significant gaps for these groups, necessitating targeted instructional interventions and formative assessment integration. Graduation rates for English Learners fall below the 80 percent threshold, while College/Career Readiness indicators for English Learners at Frontier continue to show critical need. Suspension rates are elevated at 17.4 percent,</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>disproportionately affecting English Learners, Low-Income, and Homeless students. This action supports comprehensive systems of support to increase academic achievement, improve behavior outcomes, and promote equitable access to graduation and postsecondary pathways.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
4.3	Professional Collaborative Learning	<p>Required Action: Professional-Collaborative Learning program featuring Lesson Study, Instructional Rounds, and job-alike sessions will be launched to foster a vibrant educational atmosphere. This program is designed to empower educators by facilitating the exchange of insights, showcasing effective teaching practices, and stimulating in-depth discussions about pedagogical techniques. The initiative aims to sharpen instructional strategies across different disciplines, significantly enhancing the quality of teaching and learning outcomes. It specifically targets English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students, ensuring that the educational approaches are finely tuned to meet the diverse needs of these student groups.</p> <p>This required action addresses red performance indicators for critical student groups at Frontier High School, as identified on the 2024 California School Dashboard. The English Learner Progress Indicator (ELPI) is especially urgent, with only 26.5 percent of multilingual learners making expected gains—prompting expanded language development supports and embedded instructional coaching. In English Language Arts, Frontier’s Distance from Standard stands at –165.3, the district’s lowest, and highlights significant proficiency gaps among English Learners, Low-Income, and Homeless students. Mathematics performance among these same student groups remains below standard, requiring intensive intervention and differentiated instruction. Graduation rates for English Learners are below the 80 percent benchmark, while College/Career Readiness for English Learners also remains critically low. Suspension rates at Frontier are elevated at 17.4 percent, disproportionately impacting English Learners, Low-Income, and Homeless students. This action</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>supports a multi-tiered approach that integrates academic, behavioral, and college/career supports to accelerate progress and promote long-term student success.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
4.4	MTSS	<p>Comprehensive behavior management and wellness programs that integrate Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning strategies. These programs aim to enhance the overall school climate and decrease suspension rates, fostering an environment that supports both academic and personal growth. With a specific focus on English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students, these initiatives will address the unique challenges faced by these subgroups, ensuring that all students benefit from a supportive and conducive learning atmosphere.</p>	\$714,126.00	No
4.5	Bilingual Paraeducators	<p>Required Action: Enhance support for English Learners, especially newcomers, by deploying bilingual paraeducators. These paraeducators will provide crucial linguistic support within classrooms, offering translation services and personalized assistance to ensure students understand and engage effectively with the curriculum. This initiative aims to make rigorous academic content more accessible and support students in their English language acquisition. By incorporating bilingual paraeducators, Frontier High School is committed to fostering an inclusive educational environment where all students, regardless of language proficiency, have the support they need to succeed academically.</p> <p>This required action addresses red performance indicators across key student groups at Frontier High School, based on the 2024 California School Dashboard. The English Learner Progress Indicator (ELPI) remains critically low at 26.5 percent, with particular urgency for newcomers requiring intensified language acquisition support and scaffolded instruction. English Language Arts performance for English Learners, Low-Income, and Homeless students at Frontier reflects substantial proficiency</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>gaps, with a Distance from Standard (DFS) of –165.3, the district’s lowest, prompting the expansion of literacy-focused interventions and integrated ELD strategies. Mathematics outcomes for these same student groups remain below standard, necessitating embedded math tutoring and formative assessment cycles to support conceptual mastery. Graduation rates for English Learners continue to fall below the 80 percent threshold, while College/Career Readiness remains a critical area of growth. Suspension rates at 17.4 percent highlight significant disproportionality for English Learners, Low-Income, and Homeless students. This action targets those disparities by pairing instructional supports with restorative practices, ensuring students remain engaged and are positioned for academic success and postsecondary readiness.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
4.6	Enhancing Student Access through Transportation	Implement a targeted transportation initiative to support students in consistently accessing school programs, with a special focus on reducing the nonstability rate. This action involves providing reliable transportation services for English Learners, Hispanics, the Homeless, Students with Disabilities, and Low-Income students. By ensuring that transportation barriers do not hinder student attendance, this program aims to enhance engagement and participation in school activities, thereby fostering an inclusive educational environment.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In developing a focused equity multiplier goal for Condor High School, the Oxnard Union High School District is concentrating on the urgent issue of educational instability and low academic performance among socioeconomically disadvantaged (SED) students, as indicated by the California School Dashboard. With an observed non-stability rate of 61.9% and an overall enrollment of students from Low-Income families of 71%, in the 2023-24 school year, a significant number of our students are encountering frequent disruptions in their educational journey. This instability undermines consistent academic engagement and success, necessitating targeted interventions. Our objective is to lower this non-stability rate to 32% by the 2026-27 school year.

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

In continuation with last year's work toward this goal and CA Dashboard results, there are no changes with identified student groups or indicators. Therefore, OUHSD will keep with the goal and update through our analysis. This focused goal exemplifies our commitment to tackling the unique challenges faced by SED students by creating a supportive educational environment. By concentrating on these specific

areas, we aim to provide the necessary continuity and support to enhance their educational outcomes. The strategic focus of this goal ensures that our interventions are precise and tailored, facilitating impactful and measurable improvements in student stability and overall achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	<p>SBAC – CA Statewide Assessment English Language Arts</p> <p>Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District – ALL: -31.2 DFS</p> <p>Condor High School</p> <p>ALL: -74.8 DFS LI: -93.1 DFS</p>	<p>Source: 2023-24 CA Dashboard</p> <p>District – ALL: -20.3 DFS</p> <p>Condor High School</p> <p>ALL: -37.5 DFS LI: -42.3 DFS</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>Condor High School</p> <p>ALL: 0 DFS LI: 0 DFS</p>	<p>SBAC – CA Statewide Assessment English Language Arts</p> <p>Condor High School</p> <p>ALL: +37.3 DFS LI: +50.8 DFS</p>
5.2	<p>SBAC – CA Statewide Assessment Mathematics</p> <p>Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)</p> <p>(State Priority 4A)</p>	<p>Source: 2022-23 CA Dashboard</p> <p>District – ALL: -122.3 DFS</p> <p>Condor High School</p> <p>ALL: -161.9 DFS LI: -181 DFS</p>	<p>Source: 2023-24 CA Dashboard</p> <p>District – ALL: -109.3 DFS</p> <p>Condor High School</p> <p>ALL: -139.6 DFS LI: -151.8 DFS</p>		<p>Source: 2025-2026 CA Dashboard</p> <p>Condor High School</p> <p>ALL: -50 DFS LI: -50 DFS</p>	<p>SBAC – CA Statewide Assessment Mathematics</p> <p>Condor High School</p> <p>ALL: +22.3 DFS</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	High School Graduation Rates (State Priority 5E)	Source: 2022-23 CA Dashboard District – ALL: 89.6% Condor High School ALL: 79.3% LI: 78.5%	Source: 2023-24 CA Dashboard District – ALL: 91.4% Condor High School ALL: 76.4% LI: 73.6%		Source: 2025-2026 CA Dashboard Condor High School ALL: 85% LI: 85%	High School Graduation Rates Condor High School ALL: -2.9% LI: -4.9%
5.4	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard District – ALL: 5.8% Condor High School ALL: 0.1% LI: 0.2%	Source: 2023-24 CA Dashboard District – ALL: 5.6% Condor High School ALL: 0.1% LI: 0.2%		Source: 2025-2026 CA Dashboard Condor High School ALL: 0.01% LI: 0.01%	Suspension Rates Condor High School ALL: 0% LI: 0%
5.5	Nonstability Rate	Source: 2022-23 DataQuest District – ALL: 11.4% Condor High School ALL: 62.4%	Source: 2023-24 DataQuest District – ALL: 12.1% Condor High School ALL: 61.9%		Source: 2025-26 DataQuest Condor High School ALL: 30%	Nonstability Rate Condor High School ALL: -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

All action items for Goal 5 were carried out as planned, with one action (Professional Collaborative Learning, Action 5.3) only partially implemented because of Condor’s condensed independent-study bell schedule.

Action items implemented as planned:

Action 5.1 – Professional Development

Site leaders embedded the required equity-focused PD into weekly staff collaboration blocks, WASC leadership meetings, and virtual micro-sessions. Content centered on inclusive online pedagogy, trauma-informed practices, and strategies for re-engaging students with high mobility.

Action 5.2 – Tutoring / On-Boarding Course

Instead of a traditional drop-in tutoring model, Condor created an “On-Boarding” credit-bearing course that gave every new enrollee structured time to master the Canvas learning platform, access synchronous tutoring, and build study habits for independent study. A dedicated teacher and instructional aide staffed the course throughout the day.

Action 5.4 – MTSS Supports & Wellness Specialist

A full-time Wellness Specialist partnered with academic counselors to run an online “Wellness Hub” in Canvas, monitor engagement dashboards, and provide targeted outreach. Students received virtual or in-person check-ins on attendance, grades, and SEL needs.

Action 5.5 – PBIS / School-Climate Leadership

Condor’s PBIS team sustained a robust positive-behavior system: weekly “Condor Kudos,” quarterly celebrations, and staff-student culture-building challenges kept referral rates near zero and supported the school’s alternative-education mission.

Action partially implemented

Action 5.3 – Professional Collaborative Learning

Lesson-study and job-alike cycles launched during two staff-development days, but the follow-up peer-observation rounds were postponed because many teachers serve students asynchronously. Revised virtual protocols are scheduled for 2025-26.

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.

In addressing the material differences between budgeted and actual expenditures for our LCAP initiatives under Goal 5, several actions stand out:

Professional Development & Job-Alike Collaboration (5.1 and 5.3)

Both actions were covered by the Educator Effectiveness Block Grant, with limited Title II support. Because equity-focused workshops were folded into existing collaboration blocks, and facilitated by site staff rather than outside consultants, actual costs came in below plan. Savings were redirected later in the year to bolster direct student services.

Tutoring / On-Boarding Course and MTSS Wellness Supports (5.2 and 5.4)

Mid-year, Condor replaced the projected hourly, drop-in tutoring model with a credit-bearing “On-Boarding” section that embeds daily tutoring and platform orientation. Redirecting funds from hourly stipends to a staffed class section increased salary charges but eliminated overtime, producing only a slight variance from the original allocation. A full-time Wellness Specialist, funded with Title I and CSI, was fully staffed as planned, so MTSS expenditures tracked closely to budget.

PBIS Implementation (5.5)

PBIS spending matched projections. A site coordinator stipend and modest supplies supported “Condor Kudos” acknowledgments, quarterly celebrations, and student–staff challenges. Minor underspending on materials offset small increases in participation incentives, leaving no significant variance.

Net effect

Underspending in PD/Collaboration (5.1 & 5.3) was intentionally shifted to enhance student-facing supports (5.2 & 5.4). As a result, the overall percentage of improved services for Condor High students remained aligned with the plan despite reallocations within Goal 5.

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

Based on site-specific outcome metrics from Condor High School, the following actions demonstrated varying levels of effectiveness in advancing Goal 5 for low-income students. All findings are based on current year-to-year data comparisons and aligned indicators.

Action 5.2 – Tutoring & Onboarding Course

This action demonstrated early signs of emerging effectiveness. The credit-bearing onboarding course, which embeds tutoring and platform orientation, likely contributed to improved academic engagement. For low-income students, SBAC ELA scores improved from –93.1 DFS to –42.3 DFS (+50.8), and SBAC math scores improved from –181 DFS to –151.8 DFS (+29.2). Despite these academic gains, graduation rates declined from 78.5% to 73.6% (–4.9), and the nonstability rate remained high at 61.9% (–0.5), suggesting the need for continued support to sustain long-term academic progress.

Action 5.4 – MTSS Supports & Wellness Specialist

This action demonstrated moderate effectiveness. A full-time wellness specialist provided targeted outreach and monitored engagement. While the graduation rate for low-income students declined (–4.9), academic outcomes improved (ELA +50.8 DFS; math +29.2 DFS), and the suspension rate remained low and stable at 0.2%. The slight decline in nonstability (–0.5%) may reflect improved wraparound supports.

Action 5.5 – PBIS Implementation

This action was effective in fostering a positive school climate. Condor High School maintained the lowest suspension rates in the district—0.1% overall and 0.2% for low-income students—with no year-over-year change. Though graduation rates fell, academic performance (ELA and math DFS) improved significantly. Student surveys, including YouthTruth, indicate perceived gains in respect and belonging, supporting the climate improvements attributed to PBIS.

Action 5.1 – Job-Embedded Professional Development

This action had limited observable effectiveness in its first year. While PD was implemented, no walkthrough or outcome-aligned instructional data are yet available. Graduation rates for low-income students declined (–4.9%), and nonstability remains high (61.9%). The gains in DFS scores (ELA +50.8, Math +29.2) are not yet clearly linked to instructional shifts and require further monitoring.

Action 5.3 – Collaborative Learning Cycles

This action demonstrated limited effectiveness to date. Initial lesson-study sessions were conducted, but no student outcome data tied directly to collaborative cycles have been reviewed. Graduation outcomes declined and nonstability remained largely unchanged. The DFS growth in ELA and math for low-income students was likely driven by onboarding and support services rather than instructional collaboration at this early phase.

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.

Reflecting on Year 1 implementation, no changes have been made to the overall goal statement, metrics, or target outcomes. Implementation refinements for 2025-26 include:

Tutoring & On-Boarding (Action 5.2) – Add a peer-tutoring layer and align onboarding periods with advisory blocks to boost participation and effectiveness.

Collaborative Learning Cycles (Action 5.3) – Shift to an asynchronous “video-swap” model so independent-study teachers can observe and give feedback without schedule conflicts.

MTSS & Wellness (Action 5.4) – Introduce a Tier 1 SEL curriculum in Advisory and integrate real-time wellness alerts into the engagement dashboard.

PBIS (Action 5.5) – Sustain recognition events with a stipend-only coordinator model while securing community donations for student incentives.

No actions have been deemed ineffective at this time. Year 2 adjustments focus on strengthening fidelity, expanding service reach, and ensuring sustainability as CSI funds sunset.

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	Professional Development	<p>Required Action: Specialized professional development designed to enhance the teaching skills necessary to meet the diverse academic needs of English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students. This program focuses on refining educators' abilities to adapt their teaching practices to better suit the varied educational needs within these student subgroups, thereby supporting their academic success and stability. Through these professional development sessions, teachers will be introduced to innovative instructional techniques that promote inclusivity and fairness in the classroom, ensuring that the unique challenges and barriers faced by each student are adequately addressed. This strategy aligns with our broader commitment to fostering an equitable educational environment where all students have the opportunity to excel.</p> <p>This action addresses the red performance indicators on the 2024 California School Dashboard for English Learners, Low-Income, and Homeless students at Condor High School. The English Learner Progress Indicator (ELPI) remains critically low at 36.4 percent, indicating a significant need for intensified language development support and integrated ELD instruction. English Language Arts outcomes for these student groups reflect persistent proficiency gaps, with a DFS well below standard, reinforcing the need for differentiated scaffolds and standards-aligned literacy practices. Mathematics performance similarly falls below district expectations, requiring targeted numeracy interventions and frequent progress monitoring. Graduation rates for English Learners at Condor remain below the 80 percent benchmark, and College/Career Readiness indicators show these students are underprepared for</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>postsecondary pathways. Suspension rates for English Learners, Low-Income, and Homeless students contribute to instructional time loss and reflect the need for expanded restorative practices. This action integrates instructional, behavioral, and social-emotional supports to remove barriers to learning and improve outcomes for these underserved populations.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
5.2	Tutoring	<p>Required Action: Focused tutoring program tailored specifically to bolster the educational attainment of English Learners, Hispanic students, Homeless students, Students with Disabilities, Foster Youth, and Low-Income students. Concentrating on critical areas like English Language Arts and Mathematics, this initiative will apply data-informed strategies to deliver personalized tutoring aimed at bridging proficiency gaps and reinforcing classroom instruction. These targeted tutoring efforts are set to substantially uplift proficiency in essential academic disciplines, significantly improving overall student achievement and performance.</p> <p>This action responds to the red indicators on the 2024 California School Dashboard for English Learners, Low-Income, and Homeless students at Condor High School. With an English Learner Progress Indicator (ELPI) rate of just 36.4 percent, the need for enhanced integrated and designated ELD support is urgent, especially for newcomers and students requiring intensive language acquisition services. In English Language Arts, English Learners, Low-Income, and Homeless students continue to demonstrate significant gaps in proficiency, necessitating structured literacy supports and embedded formative assessment practices. Mathematics outcomes show these same groups falling substantially below standard, indicating the need for additional scaffolding and targeted math interventions. Graduation rates for English Learners remain below the 80 percent threshold, while College/Career Readiness metrics reveal a need for greater access to A–G coursework, career pathways, and individualized postsecondary guidance. High suspension rates among these student groups also signal the importance of restorative frameworks and multi-tiered systems of support. Through this action, Condor High will provide</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>targeted academic, social-emotional, and behavioral interventions that build a stronger foundation for long-term student success.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
5.3	Professional Collaborative Learning	<p>Required Action: Professional-Collaborative Learning program featuring Lesson Study, Instructional Rounds, and job-alike sessions will be implemented to foster a vibrant educational atmosphere. This program is designed to empower educators by facilitating the exchange of insights, showcasing effective teaching practices, and stimulating in-depth discussions about pedagogical techniques. The initiative aims to sharpen instructional strategies across different disciplines, significantly enhancing the quality of teaching and learning outcomes. It specifically targets English Learners, Hispanic students, Homeless students, Students with Disabilities, and Low-Income students, ensuring that the educational approaches are finely tuned to meet the diverse needs of these student groups.</p> <p>This action addresses the red performance indicators on the 2024 California School Dashboard for Condor High School, with targeted support for English Learners, Low-Income, and Homeless students. The English Learner Progress Indicator (ELPI) at Condor remains low at 36.4 percent, underscoring the need for enhanced instructional practices and designated ELD support. English Language Arts outcomes show that these student groups continue to perform significantly below standard, prompting the expansion of literacy interventions, structured academic support, and increased access to differentiated instruction. Mathematics performance remains one of the most critical areas of concern, with sustained gaps among English Learners, Low-Income, and Homeless students, driving the need for tutoring, co-teaching models, and scaffolded instruction. Graduation rates for English Learners at Condor fall below the 80 percent benchmark, necessitating stronger credit recovery systems and targeted academic counseling. College/Career Readiness levels also indicate a need for improved A–G course access and postsecondary planning.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Elevated suspension rates among these groups further highlight the need for culturally responsive restorative practices. This action provides integrated supports to address academic and non-academic barriers, positioning students to thrive and make meaningful academic progress.</p> <p>This action addressed state priority 7B. Programs and services developed and provided to unduplicated pupils.</p>		
5.4	MTSS	<p>Comprehensive behavior management and wellness programs that integrate Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning strategies. These programs aim to enhance the overall school climate and decrease suspension rates, fostering an environment that supports both academic and personal growth. With a specific focus on English Learners, Hispanic, Homeless, Students with Disabilities, and Low-Income students, these initiatives will address the unique challenges faced by these subgroups, ensuring that all students benefit from a supportive and conducive learning atmosphere.</p>	\$557,038.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$51,145,793	\$5,360,864

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
27.091%	0.000%	\$0.00	27.091%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>practice interfaces and teacher-created review sessions were utilized.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement</p> <p>Need: Recognizing and incentivizing academic achievement for Low-Income students, English Learners, and other historically underserved groups through state seal attainment is essential to improving postsecondary readiness, academic motivation, and college application competitiveness.</p> <p>(i) Specific data points or evidence: In 2023–24, the number of students earning state seals significantly increased: Seal of Biliteracy (SSB) recipients rose from 378 to 538 (+160), Golden State Seal of Merit (GSSM) from 958 to 1,160 (+202), and State Seal of Civic Engagement (SSCE) from 2 to 41 (+39). These increases reflect expanded access and improved systems of identification and support.</p> <p>(ii) Feedback from educational partners: Educational partners, especially DELAC, school counselors, and instructional leaders, requested more proactive outreach to students</p>	<p>This action is delivered LEA-wide to ensure equitable access to seal pathways across all schools. A consistent framework supports identification, tracking, and celebration of student success, with targeted efforts to engage English Learners and Low-Income students who qualify for multiple seals.</p> <p>(i) Specific types of skills or topics: Supports include writing proficiency, civic literacy, bilingual fluency, and community engagement projects aligned with SSCE criteria.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Recognition through state seals fosters academic confidence, increases A–G course completion, and improves college and scholarship competitiveness, especially for multilingual students.</p>	<ul style="list-style-type: none"> • % of students earning the Seal of Biliteracy (SSB) • % of students earning the Golden State Seal of Merit (GSSM) • % of students earning the State Seal of Civic Engagement (SSCE)

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>eligible for seals, improved tracking tools, and clearer guidance on eligibility. Students expressed appreciation for the recognition and requested additional support earlier in high school to meet the criteria.</p> <p>(iii) How this action improves current practices: In Year 1, the district implemented new systems for early identification of eligible students and trained site teams on eligibility criteria. Year 2 builds on this with increased integration of seal pathways into academic planning, expanded bilingual supports, and targeted outreach to underserved populations, particularly for the SSCE.</p> <p>Scope: LEA-wide</p>		
<p>1.8</p>	<p>Action: Instructional Content, Librarians & Program Specialists</p> <p>Need: To improve academic outcomes and content-specific instructional quality for English Learners, Low-Income students, Foster Youth, and Students with Disabilities, the district requires ongoing curricular support, resource alignment, and literacy intervention led by content experts and credentialed librarians.</p> <p>(i) Specific data points or evidence: Graduation rates increased from 89.6% to 91.4%, with gains across student groups:</p>	<p>This action operates districtwide to ensure consistent academic and literacy supports for unduplicated students, regardless of school placement. The LEA-wide model facilitates vertical and horizontal alignment across departments and campuses, ensuring equitable instructional access.</p> <p>(i) Specific types of skills or topics: Focus areas include reading comprehension, disciplinary literacy, content scaffolding, academic vocabulary, research skills, and standards-aligned unit development.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes:</p>	<ul style="list-style-type: none"> • SBAC ELA • SBAC Math • A–C Grades • Graduation Rate • RFEP Rate • ELPAC Scores • % of students earning SSB, GSSM, and SSCE

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>English Learners (+5.7%), Foster Youth (+12.3%), Low-Income (+1.9%), and Students with Disabilities (+4.9%). SBAC ELA scores rose by +4.12 points, and math by +3.17 points. A–C grade attainment improved by +0.8 percentage points. ELPAC data showed that 46.2% of English Learners advanced at least one proficiency level in 2023–24.</p> <p>(ii) Feedback from educational partners: Teachers, counselors, and site administrators reported increased demand for co-planned units, literacy coaching, and equitable access to curated digital resources. Educational partners emphasized the importance of embedded support for multilingual learners and collaborative instructional planning, particularly in core content areas and library programming.</p> <p>(iii) How this action improves current practices: In Year 1, content specialists expanded co-teaching, Lesson Study, intervention planning, grading practices, and standards-aligned resource development. Librarians implemented targeted literacy support and information-literacy lessons. Year 2 continues this work with deeper site collaboration, multilingual support integration, and enhanced alignment between library services and instructional goals.</p> <p>Scope: LEA-wide</p>	<p>Sustained instructional coaching and targeted library programming are expected to drive improvements in SBAC performance, reclassification rates, A–G readiness, and overall academic success for underserved students.</p>	

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>1.9</p>	<p>Action: Learning Instruction Technology Coaches & Paraeducator Support</p> <p>Need: Teachers across the district require sustained, job-embedded instructional coaching to meet the academic needs of English Learners, Low-Income students, Foster Youth, and Students with Disabilities. Data indicate a need for greater alignment to standards, stronger implementation of differentiated strategies, and improved instructional coherence.</p> <p>(i) Specific data points or evidence: From 2022–23 to 2023–24, SBAC ELA scores rose from 42.15% to 46.27% (+4.12), and math from 15.01% to 18.18% (+3.17). A–C grade attainment increased from 81.2% to 82.0% (+0.8). Graduation rates rose from 89.6% to 91.4%, with significant subgroup gains: English Learners (+5.7), Foster Youth (+12.3), and Students with Disabilities (+4.9). RFEP rates improved from 11.96% to 13.86%. 46.2% of English Learners advanced at least one level on the ELPAC.</p> <p>(ii) Feedback from educational partners: Staff surveys and site-based planning feedback indicated that teachers value coaching from LITs in lesson design, standards-aligned instruction, grading practices, assessment methodology, and classroom-based data analysis. Educators noted improved support through co-teaching, PLC facilitation, and focused ELD</p>	<p>This action is implemented across all district high schools to provide every teacher with access to consistent, high-quality instructional coaching. The LEA-wide approach ensures equity in capacity-building for schools serving unduplicated pupils. In addition to certificated Learning Instruction Technology (LIT) Coaches, this action also includes instructional paraeducators who provide direct student support that strengthens classroom access and readiness. Both staffing groups are budgeted within the same action and together reinforce instructional improvement across the district.</p> <p>(i) Specific types of skills or topics: Instructional focus areas include standards-based lesson planning, grading practices, assessment methodology, equitable teaching practices, student engagement strategies, formative assessment design, scaffolding for multilingual learners, integrated ELD, and mastery-based grading.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved instructional design and implementation are expected to lead to increased student proficiency in core content, higher reclassification rates, improved course completion, and stronger college and career readiness outcomes. This integrated support structure, combining coaching and paraeducator assistance, strengthens access to instruction and supports the district's overarching goal of improving student outcomes.</p>	<ul style="list-style-type: none"> • SBAC ELA • SBAC Math • A–C Grades • Graduation Rate • RFEP Rate • ELPAC Scores • % of students earning SSB, GSSM, and SSCE

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>walkthroughs. Requests increased for targeted support in integrated ELD and literacy.</p> <p>(iii) How this action improves current practices: Year 2 deepens alignment with PLCs, emphasizes use of data to inform instruction, and expands access to co-planning cycles and model lessons tailored to site needs.</p> <p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: Learning Support Systems</p> <p>Need: To ensure consistent access to digital learning environments, hardware infrastructure must support equitable use of online platforms, intervention, and core instruction, including one-to-one devices, particularly for English Learners, Foster Youth, Low-Income students, and Students with Disabilities.</p> <p>(i) Specific data points or evidence: In 2023–24, 100% of classrooms across the district required updated instructional technology and one-to-one devices to support increased use of platforms like Canvas. Sites reported frequent disruptions or slowdowns in digital access during intervention sessions, disproportionately impacting unduplicated students.</p> <p>(ii) Feedback from educational partners:</p>	<p>This infrastructure support is implemented districtwide to ensure system-level equity. All students, regardless of site, require uninterrupted access to digital learning tools and platforms aligned to standards-based instruction and intervention delivery.</p> <p>(i) How the action addresses need and ensures equity: By improving system-wide connectivity and reliability, the action removes access barriers and ensures unduplicated students can fully participate in tech-enabled learning and interventions.</p> <p>(ii) Why it is provided on an LEA-wide basis: The backend and connectivity systems serve all schools. As a foundational service, one-to-one devices must be supplied to all students.</p>	<ul style="list-style-type: none"> • SBAC ELA • SBAC Math • A–C Grades • Graduation Rate • RFEP Rate • Attendance • % of students earning SSB, GSSM, and SSCE

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>Surveyed staff and DELAC members emphasized the need for reliable internet access and device functionality as prerequisites for effective tutoring, digital curriculum delivery, and online credit recovery programs. Students also reported difficulty accessing materials from home due to lag or connectivity issues.</p> <p>(iii) How this action improves current practices: Year 2 prioritizes ensuring access to all edtech digital platforms for all students.</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: Educational Technology Subscriptions</p> <p>Need: Equitable access to high-quality instructional technology remains critical for supporting differentiated instruction, digital citizenship, and student engagement, especially for unduplicated student groups. Maintaining consistent access to a vetted suite of digital tools ensures alignment to curriculum standards and addresses the diverse learning needs of Foster Youth, English Learners, and Low-Income students.</p> <p>(i) Specific data points or evidence: Stakeholder feedback from LIT Coaches, Instructional Specialists, and school site administrators indicated that centrally</p>	<p>This action is implemented LEA-wide to ensure all students and staff across the district have equitable access to instructional tools. Standardized access promotes consistency in instruction, professional development, and student support services.</p> <p>(i) Specific types of skills or topics: The tools support literacy (CommonLit, NoRedInk), mathematics (DeltaMath), LMS usage and communication (Canvas, ParentSquare), student monitoring (GoGuardian), interactive learning (Pear Deck, Padlet), and digital citizenship (Alludo). Many also support reclassification and core subject proficiency.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes:</p>	<ul style="list-style-type: none"> • SBAC ELA • SBAC Math • A–C Grades • Graduation Rate • RFEP Rate • Attendance • % of students earning SSB, GSSM, and SSCE

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>supported technology tools increase student access to interventions, feedback, and collaborative learning. Tools like Canvas, DeltaMath, CommonLit, NoRedInk, and GoGuardian were identified as essential supports in instructional delivery and student monitoring.</p> <p>(ii) Feedback from educational partners: Teachers and educational services staff emphasized the importance of instructional consistency and reliability in digital platforms. Site feedback included requests for streamlined learning management systems, student engagement tools like Pear Deck and Padlet, and access to formative assessment systems. These tools were vetted in collaboration with user groups, LIT Coaches, and IT staff for relevance and impact.</p> <p>(iii) How this action improves current practices: OUHSD's instructional technology ecosystem is designed to improve engagement, access, and learning continuity.</p> <p>Scope: LEA-wide</p>	<p>Improved access to curated, effective digital tools increases student engagement, supports formative feedback cycles, and strengthens personalized instruction. These platforms are also aligned to grading for mastery, SEL, and parent communication goals.</p>	
<p>1.12</p>	<p>Action: School Home Communication</p> <p>Need: Consistent, accessible, and culturally responsive communication with families is essential for fostering engagement, supporting</p>	<p>This action is provided LEA-wide to ensure all families, regardless of school site, receive consistent communication that supports equitable access to learning updates, events, and resources. The centralized infrastructure ensures continuity for mobile families and supports</p>	<ul style="list-style-type: none"> • RFEP Rate • Graduation Rate • Attendance Rate • Participation in Parent

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>student success, and building trust, especially for families of Foster Youth, English Learners, and Low-Income students. Ensuring timely updates in families' home languages reduces barriers to academic and behavioral engagement.</p> <p>(i) Specific data points or evidence: In the 2025 LCAP Parent and Family Engagement Dashboard Survey, only 34.05% of educational partners from unduplicated student groups reported feeling “consistently informed” about their student’s academic progress. Families cited language, timing, and lack of consolidated platforms as major barriers.</p> <p>(ii) Feedback from educational partners: Survey responses and site-level feedback indicated that families value real-time updates, mobile-friendly tools, and translated communications. Stakeholders called for expanded use of bilingual messaging platforms and proactive school-site communication strategies. Many reported improved access since the full rollout of ParentSquare and Remind but asked for more consistent usage across classrooms and schools.</p> <p>(iii) How this action improves current practices: This action funds ParentSquare and Remind, two centralized platforms that support real-time, two-way, multilingual communication between schools and families. These systems consolidate messages, event reminders,</p>	<p>engagement of Foster Youth and English Learner families across multiple sites.</p> <p>(i) Specific types of skills or topics: Tools support messaging about attendance, behavior, coursework, parent conferences, college/career events, and reclassification updates. ParentSquare also includes calendar syncing, emergency updates, and direct communication with teachers and administrators.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved communication builds stronger home-school partnerships, which are shown to increase attendance, reduce chronic absenteeism, and improve academic engagement and success, particularly for students whose families historically faced access barriers.</p>	<p>Engagement events</p> <ul style="list-style-type: none"> • A–C Grades • SBAC ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>attendance updates, and academic alerts in a format that's accessible via mobile app, text, or email. The platforms also allow for translation into multiple languages, including Spanish and Mixteco, aligning with district equity priorities. Year 2 expands training and accountability expectations for school sites to ensure consistent use.</p> <p>Scope: LEA-wide</p>		
<p>1.13</p>	<p>Action: Parent/Guardian Trainings</p> <p>Need: Enhancing educational partner engagement through targeted workshops remains essential to ensure families of Foster Youth, English Learners, and Low-Income students are equipped to support academic, social-emotional, and college-career readiness.</p> <p>(i) Specific data points or evidence: In 2024–25, only 32.97% of educational partners reported feeling adequately prepared to support unduplicated student groups, with just 34.05% attendance among these families at engagement sessions.</p> <p>(ii) Feedback from educational partners: DELAC and site council partners asked for targeted training on language acquisition, navigating academic requirements, and SEL supports.</p>	<p>This action continues districtwide to ensure consistent access to workshops for all families of Foster Youth, English Learners, and Low-Income students. The LEA-wide delivery model ensures equity and continuity, regardless of the school site. Workshops include home-based literacy strategies, understanding reclassification, A–G/college prep navigation, and SEL support. Materials are co-developed with families to reflect cultural relevance and community voice.</p> <p>(i) Specific types of skills or topics: Training content now includes culturally affirming advocacy, reclassification support, navigating PowerSchool/Canvas, and preparing for graduation/postsecondary transition.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Strengthened home-school partnerships are expected to increase student attendance, academic engagement, and success rates across core academic and college readiness metrics.</p>	<ul style="list-style-type: none"> • RFEP Rate • ELPAC Scores • Graduation Rate • % of students earning the State Seal of Biliteracy (SSB), Golden State Seal Merit (GSSM), and State Seal of Civic Engagement (SSCE) • SBAC ELA • SBAC Math • A–C Grades

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	<p>(iii) How this action improves current practices: Year 1 introduced differentiated, needs-based workshops. Year 2 builds on this with increased frequency, Spanish/ Mixteco sessions, and new formats (hybrid, site-based, and thematic series).</p> <p>Scope: LEA-wide</p>		
<p>1.19</p>	<p>Action: Academic Intervention and Remediation</p> <p>Need: Targeted credit recovery and academic intervention opportunities are necessary to support students who are off-track for graduation, particularly Foster Youth, English Learners, Low-Income students, and Students with Disabilities. Flexible and accessible interventions help close equity gaps and support college and career readiness.</p> <p>(i) Specific data points or evidence: In 2023–24, over 1,273 students accessed Oxnard Online Credit Recovery (OOCR), which achieved an 86% course completion rate. Graduation rates improved from 89.6% to 91.4% overall, including a +12.3 percentage point gain among Foster Youth. A–C grade attainment increased to 82.0%, and RFEP rates rose by +1.9 points.</p>	<p>This action is offered districtwide to ensure students from all schools, especially mobile or high-needs students, can access credit recovery consistently. OOCR eliminates site-based disparities in access to remediation and supports a centralized approach to monitoring student progress toward graduation.</p> <p>(i) Specific types of skills or topics: Courses are standards-aligned and include core academic subjects, A–G eligible options, and elective recovery. Instruction is supported by credentialed teachers who offer individualized feedback and monitor pacing.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By providing flexible, personalized learning pathways, this intervention helps reduce dropout risk and increases graduation rates, academic confidence, and college/career eligibility, especially for students needing second-chance access to credits and A-G recovery.</p>	<ul style="list-style-type: none"> • RFEP Rate • ELPAC Scores • Graduation Rate • SBAC ELA • SBAC Math • A–C Grades

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	<p>(ii) Feedback from educational partners: Stakeholders, including counselors, site administrators, and families, requested expanded OOCR course options, extended enrollment windows, and additional academic supports to help students complete requirements outside the traditional school day. Students and families expressed appreciation for the flexibility and staff support provided through the platform.</p> <p>(iii) How this action improves current practices: This action funds the staffing, curriculum licensing, and instructional supports needed to implement OOCR, a districtwide credit recovery program offering asynchronous and hybrid formats. OOCR provides targeted remediation aligned to A–G and graduation standards, and prioritizes enrollment for unduplicated student groups.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Academic support for A-G courses</p> <p>Need: Academic support through tutoring specifically targets the need for additional academic assistance in A-G courses for Foster, English Learners, and Low-Income students, aiming to improve their performance and course completion rates. Making extra course sections available enables Foster Youth,</p>	<p>This LEA-wide initiative guarantees equitable access to A–G academic support regardless of school assignment. Additional tutoring and expanded course sections are provided district-wide, with scheduling flexibility, bilingual support, and built-in opportunities to retake failed courses. These interventions are designed to remove systemic barriers and ensure Foster Youth, English Learners, and Low-Income students remain on track for college readiness.</p>	<ul style="list-style-type: none"> • % of ALL students completing UC A–G coursework • % of English Learners completing UC A–G coursework • % of Low-Income students

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	<p>English Learners, and Low-Income students to retake A-G courses, addressing their specific academic recovery needs.</p> <p>(i) Specific data points or evidence: 2024–25 data indicates that only 7.6%–30.1% of unduplicated students met A–G criteria, compared to 35.3% of the general student population. Academic counseling data shows limited access to retake opportunities, particularly for students with failed A–G courses.</p> <p>(ii) Feedback from educational partners: Teacher and counselor feedback across sites emphasized that over 80% of students needing to repeat A–G courses do not currently receive sufficient after-hours support or course access.</p> <p>(iii) How this action improves current practices: In Year 1, the district expanded tutoring for A–G. Year 2 introduces data-informed tracking to identify students in need of academic recovery earlier in the semester, along with increased availability of credit recovery, online options, and extended tutoring aligned with course content.</p> <p>Scope: LEA-wide</p>	<p>(i) Specific types of skills or topics: Supports include scaffolded writing and algebra support, content-based tutoring, exam prep, and teacher-led reteaching sessions, all coordinated with site-level counselors and A–G data leads.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By strengthening access to recovery supports, we expect to increase pass rates in A–G courses and raise the A–G completion rates for unduplicated students by 10–15% over the next three years.</p>	<p>completing UC A–G coursework</p> <ul style="list-style-type: none"> • % of Foster Youth completing UC A–G coursework

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

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	<p>This action funds the development of and sustaining CTE pathways, expansion of dual enrollment offerings in partnership with local colleges, and the integration of career exploration activities within the school day. It also supports the implementation of districtwide pathway monitoring systems and provides professional development for pathway instructors and counselors.</p> <p>Scope: LEA-wide</p>		
<p>2.8</p>	<p>Action: Advanced Placement and International Baccalaureate</p> <p>Need: Low-Income, English Learner, and Foster Youth students have historically faced barriers to enrollment, success, and retention in rigorous academic programs like AP and IB. Increasing access and providing teacher training are essential to close equity gaps in participation and performance.</p> <p>(i) Specific data points or evidence: In 2023–24, only 21.6% of all students earned a score of 3 or higher on two AP exams. Rates were lower for English Learners (4.2%), Low-Income students (17.1%), and Students with Disabilities (3.1%). IB participation remains limited to one site, with less than 35% of enrolled students earning the IB diploma. Additionally, teachers expressed a need for</p>	<p>This action is provided LEA-wide to ensure equity in both program availability and quality. By offering access to rigorous coursework and training educators to differentiate instruction, the district ensures all students, especially those from historically underserved backgrounds, can pursue college-level learning opportunities.</p> <p>(i) Specific types of skills or topics: Professional learning includes curriculum alignment, rubric calibration, culturally responsive pedagogy, and strategies to support multilingual learners. Student programming includes AP/IB orientation sessions, tutoring, and exam readiness workshops.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Expanded access and support are expected to increase AP/IB enrollment, performance (3+ scores and diploma completion), and</p>	<ul style="list-style-type: none"> • % of Students Earning 3+ on Two AP Exams • IB Diploma Completion Rate • College/Career Indicator (CCI) Performance • A–G Completion Rate

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	<p>more collaboration time and support in aligning assessments with college-level expectations.</p> <p>(ii) Feedback from educational partners: Stakeholders, including site leaders and families, requested expanded access to AP/IB courses and more culturally relevant supports. Teachers noted a need for targeted professional learning to support student success and adapt instruction for multilingual and underrepresented learners.</p> <p>(iii) How this action improves current practices: This action funds AP and IB program coordination, student outreach and recruitment, exam fee subsidies, and teacher professional development.</p> <p>Scope: LEA-wide</p>	<p>postsecondary readiness for unduplicated students.</p>	
<p>2.10</p>	<p>Action: Comprehensive counseling services</p> <p>Need: Foster Youth, English Learners, and Low-Income students need equitable access to college-level opportunities, including dual enrollment, and stronger guidance navigating the postsecondary pathway.</p> <p>(i) Specific data points or evidence: As of 2024–25, only 15% of students in unduplicated student groups participate in</p>	<p>This LEA-wide initiative levels access to advanced coursework and advising regardless of campus. It prioritizes proactive outreach to Foster Youth, English Learners, and Low-Income students, pairing them with college partners to co-develop support plans that include credit-bearing opportunities such as dual enrollment. Access to evening workshops, translated resources, and drop-in academic counseling ensures all students, particularly those historically underrepresented in college coursework, can fully participate.</p> <p>(i) Specific types of skills or topics:</p>	<p>- YouthTruth Survey: College & Career Readiness rating</p>

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	<p>advanced academic opportunities, compared to 21% of the general student population.</p> <p>(ii) Feedback from educational partners: Student survey responses and counselor feedback confirm that many students, especially those from underrepresented backgrounds, lack confidence and clarity in accessing dual enrollment. College representatives noted that these students are often unaware of the opportunities or discouraged by perceived barriers.</p> <p>(iii) How this action improves current practices: In Year 1, OUHSD expanded college counseling availability beyond regular school hours. For Year 2, the district is layering on more individualized support for dual enrollment, including proactive transcript reviews, workshops for families, and closer collaboration with local colleges to streamline enrollment.</p> <p>Scope: LEA-wide</p>	<p>These services include support in selecting appropriate dual enrollment courses, transcript audits for UC/CSU alignment, assistance with course registration, and academic planning with an equity lens.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: This action is expected to increase dual enrollment participation among Foster Youth, English Learners, and Low-Income students by 15–20%, while also improving students' preparedness for college-level coursework and overall college matriculation.</p>	
2.12	<p>Action: College Orientation Programs & Dual Enrollment</p> <p>Need: Students, especially English Learners, Foster Youth, and Low-Income students, need personalized, consistent access to</p>	<p>This action is implemented schoolwide at all comprehensive high schools but focuses on increasing access to college and career services for Foster Youth, English Learners, and Low-Income students. It ensures each site has a dedicated staff member providing support during the school day and after hours, with extended outreach to families.</p>	<ul style="list-style-type: none"> • FAFSA/CADAA Completion Rate • A–G Completion Rate • CTE Pathway Completion

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	<p>postsecondary planning support, including college applications, financial aid, career pathways, and work-based learning opportunities.</p> <p>(i) Specific data points or evidence: In 2023–24, only 66.5% of students completed A–G college entrance requirements. FAFSA submission rates varied widely across sites, and not all seniors received 1:1 college/career planning. Career technical education (CTE) pathway completion remains below 15% for Low-Income students.</p> <p>(ii) Feedback from educational partners: Families requested more direct assistance navigating financial aid, internships, and college application deadlines. Site administrators emphasized the need for classified staff who can provide consistent, individualized support and host postsecondary planning events, especially for unduplicated students.</p> <p>(iii) How this action improves current practices: The action funds College & Career Center Technicians at each comprehensive high school. These staff members assist with FAFSA/CADAA completion, coordinate college visits, host workshops, and support internship placement.</p> <p>Scope: LEA-wide</p>	<p>(i) Specific types of skills or topics: College & Career Center Technicians support college application completion, scholarship navigation, resume and interview skills, FAFSA/CADAA workshops, and career exploration aligned to student interests.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Personalized postsecondary planning is expected to increase FAFSA/CADAA completion rates, college enrollment, A–G completion, and participation in career-connected learning.</p>	

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<p>2.15</p>	<p>Action: AVID</p> <p>Need: Unduplicated students, particularly Low-Income, English Learners, and First-Generation college students, require consistent access to academic enrichment and college readiness programs that build study skills, self-advocacy, and aspirations for postsecondary success.</p> <p>(i) Specific data points or evidence: In 2023–24, only 66.5% of students completed A–G college entrance requirements. AVID students historically demonstrate higher A–G completion, yet enrollment and vertical alignment vary by site. The percentage of students applying for four-year colleges remains uneven across schools.</p> <p>(ii) Feedback from educational partners: Site administrators and teachers requested expanded AVID elective offerings, clearer articulation between middle and high school AVID programs, and increased support for college field trips, tutoring, and binders/materials. Families expressed interest in AVID’s role in helping students navigate the college application process.</p> <p>(iii) How this action improves current practices: This action provides funding for AVID coordination, professional development, instructional materials, and site-level implementation of the AVID elective course. It</p>	<p>This action is implemented at AVID-designated school sites to support the college-going culture for Low-Income and English Learner students. The schoolwide model includes WICOR instructional strategies, focused note-taking, and organizational support, benefiting students in AVID and beyond. While elective enrollment is targeted, the impact extends through trained teachers across disciplines.</p> <p>(i) Specific types of skills or topics: AVID programming builds academic behaviors (e.g., time management, inquiry-based learning), promotes college awareness, and provides access to college and scholarship resources. Tutors are trained to support rigorous coursework and metacognitive strategies.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: AVID participation is expected to increase A–G completion rates, FAFSA application submissions, college acceptance rates, and academic self-efficacy among historically underrepresented students.</p>	<ul style="list-style-type: none"> • A–G Completion Rate • % of Students Enrolled in AVID • FAFSA Completion Rate • Graduation Rate • College Application/Acceptance Rate

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	<p>also supports peer tutoring, college visits, and AVID Site Team collaboration.</p> <p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Restorative Practices and PBIS</p> <p>Need: Oxnard Union High School District identified the need to support student wellness and foster inclusive, connected learning environments through a comprehensive system of social-emotional and behavioral supports. A districtwide suspension rate of 5.6% underscores the ongoing need for proactive, tiered supports, particularly for Low-Income, English Learner, and Foster Youth students who face higher rates of disciplinary action.</p> <p>(i) Specific data points or evidence: 2023–24 Suspension Rate: 5.6% YouthTruth Survey results reveal a continued need to discuss student emotional safety, belonging, and connectedness.</p> <p>(ii) Feedback from educational partners: Stakeholder feedback from DELAC, ELAC, and school site advisory groups emphasized the importance of full-time Restorative Intervention Counselors (RICs), wellness centers, and PBIS structures that reinforce</p>	<p>This action is implemented across the LEA to ensure that all students, particularly those in vulnerable groups, benefit from equitable access to mental health support, restorative discipline alternatives, and consistent behavior intervention systems.</p> <p>(i) Specific types of support provided: Wellness centers staffed with RICs Restorative conferencing and peer mediation PBIS Tier 1–3 behavior support teams Staff PD in SEL, trauma-informed practices, and de-escalation strategies</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Improved student engagement, reductions in suspensions, and stronger adult–student relationships are expected to positively impact school connectedness and academic success.</p>	<ul style="list-style-type: none"> • Suspension Rate • YouthTruth student engagement and belonging metrics • A–G Completion Rate • Graduation Rate

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	<p>positive behavior and reduce punitive practices. Educational partners also advocated for trauma-informed approaches and alternatives to suspension that rebuild trust and relationships.</p> <p>(iii) How this action improves current practices: The district continues its implementation of school-based wellness centers and RICs, while deepening PBIS and restorative practices across all campuses.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: MTSS, Wellness, and Community Schools</p> <p>Need: Oxnard Union High School District recognizes the critical need to address student mental health, wellness, and school climate as key conditions for academic achievement. A persistent suspension rate of 5.6% indicates that more structured support systems are essential to reduce disciplinary incidents, strengthen student–adult relationships, and create inclusive learning environments.</p> <p>(i) Specific data points or evidence: 2023–24 Suspension Rate: 5.6%</p>	<p>This action is implemented LEA-wide to ensure every site has equitable access to wellness infrastructure and restorative support services. Consistent staffing and training across schools help build a shared language and system of care, particularly for vulnerable student groups disproportionately impacted by exclusionary discipline practices.</p> <p>(i) Specific types of support provided: Wellness centers Commy School centers Restorative conferencing and peer mediation De-escalation and trauma-informed PD for staff</p> <p>(ii) How this enhanced support network is expected to improve student outcomes:</p>	<ul style="list-style-type: none"> • Suspension Rate • YouthTruth student engagement and belonging metrics • A–G Completion Rate • Graduation Rate

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	<p>YouthTruth survey findings highlight the need to discuss student belonging and emotional safety.</p> <p>(ii) Feedback from educational partners: Educational partners, including site administrators and wellness teams, emphasized the importance of full-time Restorative Intervention Counselors (RICs), wellness centers, and tiered behavioral support models. Parent advisory groups affirmed the importance of supportive disciplinary approaches and emphasized that punitive systems disproportionately impact English Learners, Low-Income students, and Students with Disabilities.</p> <p>(iii) How this action improves current practices: Year 2 focuses on sustaining full-time RICs at all sites and deepening implementation of PBIS and community schools. Wellness centers serve as hubs for mental health, reentry support, and conflict mediation. Staff receive training on trauma-informed care and tiered de-escalation protocols.</p> <p>Scope: LEA-wide</p>	<p>The integrated approach is designed to reduce suspensions, improve school connectedness, and strengthen student regulation and resilience.</p>	
<p>3.3</p>	<p>Action: Chronic Absenteeism Interventions</p> <p>Need: Reducing chronic absenteeism is critical to ensuring that Low-Income students, English</p>	<p>This LEA-wide action builds a coordinated system of prevention and intervention for chronic absenteeism. By focusing district resources on the unique needs of Foster Youth, English Learners, and Low-Income students, this action creates a</p>	<ul style="list-style-type: none"> YouthTruth Survey: Student responses to engagement,

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	<p>Learners, and Foster Youth are fully engaged in school and have equitable access to learning opportunities.</p> <p>(i) Specific data points or evidence: Districtwide data show that chronic absenteeism rates for all students remain close to 30%, with unduplicated student groups disproportionately impacted. Updated data from Year 1 show persistently higher rates of absenteeism among Foster Youth (37.8%), English Learners (34.2%), and Low-Income students (32.6%).</p> <p>(ii) Feedback from educational partners: Site-level attendance teams and student support staff report that barriers such as lack of transportation, housing instability, and minimal family-school connection continue to prevent consistent attendance. In Year 1, school sites requested stronger Tier 2 interventions and centralized districtwide support systems.</p> <p>(iii) How this action improves current practices: This Year 2 implementation deepens our proactive outreach model by standardizing chronic absence data reviews, integrating social-emotional wellness supports, and expanding collaboration with site-level Student Attendance Review Teams (SARTs).</p> <p>Scope:</p>	<p>network of support to address attendance barriers and build student connection.</p> <p>(i) Specific types of skills or topics: Strategies include early warning systems using real-time data, culturally responsive communication with families, expanded transportation partnerships, wellness check-ins, and campus-based activities that foster school connectedness. Training for staff on trauma-informed approaches and relationship-building is also integrated.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By creating a positive and inclusive culture of attendance, this action is designed to reduce chronic absenteeism rates and increase average daily attendance.</p>	<p>relationships, and culture</p> <ul style="list-style-type: none"> • Student participation rate • Average attendance rate • Chronic absenteeism • Expulsion rate • Suspension rate

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	LEA-wide		
3.4	<p>Action: Cal Safe</p> <p>Need: Expectant and parenting students face unique academic and socio-emotional challenges that impact attendance, achievement, and graduation rates. Without targeted supports, these students are at higher risk of dropping out or falling behind in credit attainment and postsecondary preparation.</p> <p>(i) Specific data points or evidence: 2023–24 Graduation Rate (District): 91.4%, with higher vulnerability observed among parenting students A–G Completion Rate remains low at 53.1%, disproportionately impacting students with caregiving responsibilities YouthTruth student engagement and belonging data reflect barriers to re-engagement and support for specialized student populations</p> <p>(ii) Feedback from educational partners: Input from school counselors, wellness staff, and community organizations emphasized the need for dedicated services to support pregnant and parenting teens, including access to child care, prenatal care, case management, and parenting education.</p>	<p>Provided on an LEA-wide basis, the Cal-SAFE action ensures that expectant and parenting students across all school sites, particularly those who are Low-Income or Foster Youth, receive equitable access to supports regardless of school placement.</p> <p>(i) Specific types of support provided: Connections to on-campus and off-campus child care</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: By reducing barriers to school participation and increasing access to wraparound services, this action is expected to improve graduation rates, credit completion, and long-term stability for parenting students and their children.</p>	<ul style="list-style-type: none"> • Graduation Rate • YouthTruth student belonging and connectedness metrics • A–G Completion Rate

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	<p>(iii) How this action improves current practices: This action funds a coordinated Cal-SAFE model designed to identify and support expectant and parenting students. It formalizes district efforts to remove barriers to enrollment, attendance, and academic completion by connecting students to child care services.</p> <p>Scope: LEA-wide</p>		
<p>3.5</p>	<p>Action: Social Emotional and Culture Climate Student Survey</p> <p>Need: Understanding student perceptions of engagement, relationships, and school culture is essential to informing responsive and equitable site- and district-level practices. Gathering student voice systematically allows the district to track trends, identify disparities, and implement improvements in school climate and connectedness, particularly for historically underserved students.</p> <p>(i) Specific data points or evidence: In the 2023–24 YouthTruth Survey, only 45.3% of students reported feeling engaged in their learning, with 39.1% expressing that they feel a sense of belonging at school.</p>	<p>This action is provided on an LEA-wide basis to ensure every school and student group, especially Low-Income students, Foster Youth, and English Learners, are represented in districtwide climate data. The centralized implementation enables comparative analysis and supports system-wide professional learning and resource allocation to improve student experience.</p> <p>(i) Specific types of insights or topics collected through YouthTruth:</p> <p>Student engagement in learning</p> <p>Sense of belonging and school safety</p> <p>Relationships with teachers and peers</p> <p>Student voice and communication</p> <p>Culture of equity and respect</p>	<ul style="list-style-type: none"> • YouthTruth Survey Results (Engagement, Relationships, Culture—disaggregated) • Suspension Rate • Attendance Rate • Graduation Rate

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	<p>Schools with higher rates of suspension and lower attendance also tended to report lower YouthTruth ratings, particularly in student relationships with adults and peer support.</p> <p>Dashboard suspension rates remain elevated for certain sites and subgroups (e.g., District-wide Suspension Rate: 5.6% in 2023–24), underscoring the need for real-time climate data.</p> <p>(ii) Feedback from educational partners: Site administrators have advocated for expanded tools to better understand and respond to student climate concerns. YouthTruth was specifically named in partner feedback as a valuable resource to strengthen student voice and promote site accountability.</p> <p>(iii) How this action improves current practices: YouthTruth provides a valid, research-based survey instrument that supports actionable insights on student experience. Through annual implementation of the survey across all schools, the district can disaggregate results by student group and site, identify patterns in school climate and engagement, and align interventions (e.g., MTSS, wellness, SEL, RICs) with student-identified areas of need.</p> <p>Scope: LEA-wide</p>	<p>(ii) How this enhanced data system is expected to improve student outcomes: YouthTruth results inform site-based actions that foster more supportive, inclusive environments, expected to improve academic engagement, behavior, attendance, and emotional well-being. It also supports program alignment in MTSS, SEL, and restorative practices.</p>	
3.6	Action: School Safety	This action is provided on an LEA-wide basis to ensure all schools maintain up-to-date safety	

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: Maintaining safe school environments is essential for learning, well-being, and trust among students, families, and staff. Coordinated safety protocols, emergency drills, and compliance with state-mandated safety plans are foundational to student success.</p> <p>(i) Specific data points or evidence: In 2023–24, sites conducted mandated emergency drills and updated Comprehensive School Safety Plans (CSSPs), yet districtwide feedback highlighted the need for streamlined coordination and technical assistance to ensure consistency and compliance.</p> <p>(ii) Feedback from educational partners: Site administrators and school safety teams expressed a need for centralized support to manage safety planning timelines, navigate regulatory updates, and align site-level practices.</p> <p>(iii) How this action improves current practices: This action ensures districtwide coordination and support for school safety compliance, including updates to CSSPs, completion of drills, and reporting. It enhances alignment with legal requirements and improves readiness and prevention efforts.</p> <p>Scope:</p>	<p>plans, conduct required drills, and have equitable access to safety guidance, resources, and compliance monitoring.</p>	<ul style="list-style-type: none"> • YouthTruth Survey Results • Attendance Rates • A-C Grades

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	<p>Action: Music and Athletics</p> <p>Need: Providing equitable access to extracurricular music and athletics programs remains essential to supporting the whole-child development of English Learners, Foster Youth, and Low-Income students. These groups continue to participate in these programs at significantly lower rates.</p> <p>(i) Specific data points or evidence: Participation rates in extracurricular programs for English Learners (27.8%), Low-Income students (31.4%), and Foster Youth (22.1%) remain 18–25% below the general student population. Year 1 implementation revealed that while program interest is high, common barriers such as transportation, fees, and limited outreach persist.</p> <p>(ii) Feedback from educational partners: Student focus groups and family engagement sessions in Year 1 emphasized the importance of consistent access to extracurricular activities for student connection and motivation. Families requested clearer information about program availability and assistance with associated costs.</p>	<p>This LEA-wide initiative ensures that all students, especially English Learners, Foster Youth, and Low-Income students, have access to enriching extracurricular opportunities that support identity development, engagement, and school connectedness.</p> <p>(i) Specific types of skills or topics: This action focuses on removing financial and logistical barriers by funding transportation, essential gear, and communication strategies. It also emphasizes culturally responsive program offerings that reflect student interests and build social-emotional learning competencies such as teamwork, self-expression, and confidence.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: Increased participation in music and athletics is expected to improve student attendance, motivation, and sense of belonging, which contribute to broader academic and behavioral success.</p>	- YouthTruth Survey: Student responses to engagement, relationships, and culture

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>(iii) How this action improves current practices: This action builds on Year 1 by expanding transportation support, strengthening supply distribution for uniforms and equipment, and improving districtwide promotion and enrollment support for extracurricular offerings. It moves from isolated school-based efforts to a more structured and inclusive district-level strategy.</p> <p>Scope: LEA-wide</p>		
3.8	<p>Action: Student Voice</p> <p>Need: Students benefit when they are empowered to share input on their educational experience and school culture. Intentional opportunities for student voice support belonging, leadership development, and responsive school improvement.</p> <p>(i) Specific data points or evidence: 2023–24 YouthTruth data identified areas for growth in student perceptions of engagement and belonging, particularly among English Learners and Low-Income students.</p> <p>(ii) Feedback from educational partners: Students expressed a desire for more platforms to share input and be part of</p>	<p>This action is provided LEA-wide to ensure that all students, especially those from historically underserved groups, have access to forums where their voices influence decisions, climate, and culture across school sites.</p>	<p>- YouthTruth Survey: Student Responses to Engagement and Belonging</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>decision-making processes on school issues that affect them.</p> <p>(iii) How this action improves current practices: This action expands opportunities for students to engage in focus groups, advisory councils, and feedback sessions with staff and administration, ensuring their perspectives help shape school priorities and policies.</p> <p>Scope: LEA-wide</p>		
<p>3.9</p>	<p>Action: Parent Engagement</p> <p>Need: The district must strengthen meaningful engagement with diverse parent and caregiver groups, especially those historically underrepresented or underserved, to ensure inclusive educational decision-making and improve outcomes for all students.</p> <p>(i) Specific data points or evidence: According to the 2024 OUHSD LCAP Survey, only 32.97% of educational partners reported feeling adequately prepared to support student learning and development, with 34.05% reporting actual participation in engagement sessions.</p> <p>(ii) Feedback from educational partners: DELAC members, site administrators, and families voiced the need for more intentional</p>	<p>This action is implemented districtwide to ensure all school sites prioritize inclusive family engagement strategies.</p>	<p>- YouthTruth Family Engagement Index.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>outreach and culturally relevant communication.</p> <p>(iii) How this action improves current practices: This action introduces a districtwide system to equitably engage families, including targeted listening sessions, culturally responsive outreach strategies, and multilingual communication platforms.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.3</p>	<p>Action: English Learner Literacy Professional Development</p> <p>Need: There is an ongoing need to equip teachers with the skills to integrate California English Language Development (ELD) standards into content instruction in order to accelerate language acquisition and literacy for English Learners and Long-Term English Learners. Data indicate persistent gaps in English</p>	<p>This action continues to support integrated professional development for educators, focused on blending ELD and content standards across all disciplines. In Year 2, the training emphasizes practical strategies for scaffolding academic language in core content areas, building on the foundational sessions provided in Year 1. Sessions are differentiated by experience level and content area to deepen teacher capacity and extend implementation. The action remains targeted to English Learners and LTELs, incorporating updated ELPAC data and</p>	<ul style="list-style-type: none"> • RFEP Rates • ELPAC Scores • Number of students earning the SSB, GSSM, & -SSCE • SBAC English Language Arts scores • A-C grades

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>proficiency and literacy achievement for these student groups.</p> <p>(i) Specific data points or evidence: 2024–25 data show that English Learners continue to perform more than -75 DFS below peers in ELA. RFEP rates remain under 30%, and teacher surveys indicate only 38% of content teachers feel confident integrating language development strategies.</p> <p>(ii) Feedback from educational partners: Teachers and instructional specialists requested more discipline-specific models for supporting language acquisition, particularly in history/social science, science, and CTE courses. Families and DELAC also advocated for expanded classroom supports that lead to reclassification and literacy growth.</p> <p>(iii) How this action improves current practices: Year 2 of this initiative shifts from general ELD awareness to targeted, job-embedded professional learning with follow-up support from instructional specialists. Lesson study, model co-teaching, and data-driven reflection are embedded in this year’s design, moving beyond workshop-style PD.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>classroom-based assessments to inform instruction.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We project a 15-20 DFS increase in English Learners' literacy scores and a 20-25% increase in teacher confidence.</p>	<ul style="list-style-type: none"> Local Indicator - Implementation of the Academic Standards Local Indicator - Implementation of a standards-aligned curriculum
1.4	Action:	This action continues to prioritize data-informed language acquisition planning and targeted	<ul style="list-style-type: none"> ELPAC Scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Language Acquisition Programs - Redesignation of English Learners</p> <p>Need: Many English Learners and Long-Term English Learners (LTELs) continue to struggle in meeting reclassification criteria and demonstrating English language proficiency, which hinders their access to rigorous, guaranteed, and viable curricula.</p> <p>(i) Specific data points or evidence: 2024–25 redesignation rates for English Learners were 26.3%, still well below the state average of 46.2%. Among LTELs, only 37% demonstrated adequate progress on the ELPAC. SBAC ELA scores for ELs remained over -80 DFS below district peers.</p> <p>(ii) Feedback from educational partners: Teachers expressed the need for clearer guidance on how to track EL progress toward reclassification using ELPAC and formative classroom data. EL families voiced frustration at the slow pace of language development and requested more individualized learning paths and support services.</p> <p>(iii) How this action improves current practices: This action deepens the work initiated in Year 1 by implementing individualized redesignation plans for LTELs, expanding the role of designated ELD leads at each site, and offering targeted professional learning communities (PLCs) focused on reclassification. Rather than a one-size-fits-all</p>	<p>instructional support to increase reclassification rates. In Year 2, the focus expands to include school-site EL teams, designated LTEL case management, and continued ELPAC calibration training. The program supports educators in using formative language data to identify barriers to reclassification and implement strategies that accelerate progress in listening, speaking, reading, and writing.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We aim to increase the redesignation rate to 25-30% and reduce Long-Term English Learners by 15-20%.</p>	<ul style="list-style-type: none"> • SBAC ELA Scores for English Learners • Graduation Rates for English Learners • RFEP Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ELD model, schools are implementing differentiated instruction and progress monitoring tools based on EL typologies..</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>1.14</p>	<p>Action: Parent Liaison (Coordinator of Parent Community Engagement)</p> <p>Need: Strengthening the partnership between home and school remains essential to improving outcomes for Foster Youth, English Learners, and Low-Income students. Families from these groups continue to report feeling disconnected or underinformed about school systems and resources.</p> <p>(i) Specific data points or evidence: As of spring 2025, parent participation among unduplicated student groups increased to 42.8%, yet remains below the district average of 60.2%. Survey data revealed that 46% of Low-Income and EL families still feel unclear about graduation requirements or school communication tools.</p> <p>(ii) Feedback from educational partners: Families requested more accessible engagement opportunities, including workshops offered during evenings or weekends and in multiple languages. Parents</p>	<p>In Year 2, the Parent Liaison continues to organize multilingual family workshops, coordinate communication campaigns, and support district-wide engagement events aligned to the needs of unduplicated student groups. Building on the foundation established in Year 1, this action now includes more personalized outreach, targeted small-group sessions, and improved collaboration with site-based support staff to increase participation and relevance.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We expect a 20-25% increase in parent engagement and a 30% improvement in student attendance for targeted groups.</p>	<ul style="list-style-type: none"> • RFEP Rates • ELPAC Scores • Graduation Rate Metrics • Number of Students Earning the SSB, GSSM, and SSCE • SBAC English Language Arts Scores • SBAC Mathematics Scores • A–C Grades

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>of English Learners emphasized a need for better understanding of course pathways and how to support language development at home.</p> <p>(iii) How this action improves current practices: This action moves beyond general outreach to a more relational and data-driven model of family engagement. In Year 2, efforts are better coordinated with site and district staff, and resources are tailored to families' preferred communication formats. Engagement strategies are focused on two-way communication, capacity-building, and removing barriers to participation for historically underserved families.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.16	<p>Action: Intervention Counselors</p> <p>Need: The integration of Restorative Intervention Counselors (RICs) is crucial to address the academic and emotional challenges faced by English Learners, Foster Youth, and Low-Income students, ensuring tailored support and enhanced educational outcomes.</p> <p>(i) Specific data points or evidence: Suspension Rates: EL: 9.3%; FY: 28.4%; LI: 6.8% compared to district average of 5.8%.</p>	<p>Deploying Restorative Intervention Counselors (RICs) across the district aims to provide consistent support to English Learners, Foster Youth, and Low-Income students. This district-wide approach ensures that personalized intervention plans are available to these students in every school, enhancing their academic performance and emotional well-being through a unified strategy.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p>	<ul style="list-style-type: none"> • RFEP Rates • ELPAC Scores • Graduation Rate metrics • Number of students earning the State Seal of Biliteracy, Golden State Seal of Merit, & State Seal of Civic Engagement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Graduation Rates: EL: 79.1%; FY: 74.1%; LI: 89%, all below the district average of 89.6%. Year 1 data showed improvement in site-level student connectedness and reductions in repeated behavioral infractions for students served directly by RICs.</p> <p>(ii) Feedback from educational partners: Students and families emphasized the value of individualized, culturally competent support. Principals shared that RICs reduced the disciplinary load on administrators and improved student re-engagement post-intervention.</p> <p>(iii) How this action improves current practices: Year 1 marked a significant shift from traditional punitive approaches to a proactive, relational model focused on healing-centered engagement and long-term academic planning. In 2025–26, this action continues with refinement of case management protocols and improved integration with Multi-Tiered Systems of Support (MTSS) at each site.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>(ii) How this enhanced support network is expected to improve student outcomes: We aim to reduce suspension rates by 10-15% and increase graduation rates by 10-15% for targeted groups.</p>	<ul style="list-style-type: none"> • SBAC English Language Arts scores • SBAC Mathematics scores • A-C grades
<p>1.18</p>	<p>Action: Instructional Content Specialists - English Language Development</p> <p>Need:</p>	<p>In 2025–26, the role of Instructional Content Specialists will continue with a sharpened focus on coaching aligned to California ELD and content standards, with specific attention to Long-Term English Learners and schools with high concentrations of unduplicated students. This</p>	<ul style="list-style-type: none"> • RFEP Rates • ELPAC Scores • Graduation Rate metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The deployment of Instructional Content Specialists is essential to address the diverse learning needs within our schools, focusing on enhancing instructional strategies and student engagement particularly for Foster, English Learner, Long-Term English Learner, and Low-Income students, and integrating effective technology use.</p> <p>(i) Specific data points or evidence: SBAC DFS data confirms persistent gaps: -ELA DFS: EL: -112, HOM: -93, LI: -50, compared to ALL: -31 -Math DFS: EL: -192, HOM: -176, LI: -142, compared to ALL: -122</p> <p>(ii) Feedback from educational partners: Teachers reported that the in-class coaching and modeling provided by ICSs during Year 1 improved their instructional planning and boosted student engagement. Site administrators and instructional coaches emphasized the value of co-teaching models and walkthrough calibration support tied to ELD instruction.</p> <p>(iii) How this action improves current practices: Year 1 expanded from isolated professional development to job-embedded ELD support. In 2025–26, ICSs will build on that foundation by facilitating department-specific collaborative planning and deepening support for long-term lesson design aligned to California ELD and content standards. The action continues to enhance instructional consistency across the district, ensuring ELD supports are not</p>	<p>year’s refinement includes stronger alignment to site-based MTSS teams and expanded co-teaching and modeling in ELA, math, and science classrooms. The Specialists will continue to deliver job-embedded professional learning, co-develop lessons and assessments, and support formative data analysis with site teams. Their work also supports implementation of inclusive practices and integrated supports for differentiated instruction and language development, in alignment with the district’s Goals 1 and 3.</p> <p>(i) Specific types of skills or topics: This is already addressed within the response.</p> <p>(ii) How this enhanced support network is expected to improve student outcomes: We project a 15-20% increase in English Learners' content mastery and a 20-25% improvement in teachers' ELD strategy implementation. We project a 20-25 DFS increase in ELA and Math scores.</p>	<ul style="list-style-type: none"> • Number of students earning the SSB, GSSM, & SSCE • SBAC English Language Arts scores • SBAC Mathematics scores • A-C grades • Local Indicator - Implementation of the Academic Standards • Local Indicator - Implementation of a standards-aligned curriculum

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>supplemental but foundational to Tier 1 instruction.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

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.

In Year 2, the district continues to expand staffing and student support services as part of the broader plan to meet the needs of schools with high concentrations of Foster Youth, English Learners, and Low-Income students. The work remains aligned with Goal 3 – Student Well-being, specifically Action 3.2, which focuses on enhancing access to mental health and wellness services. Additional concentration grant funding is supporting the continued growth of Wellness Centers and increased staffing, counselors, and wellness specialists across all district sites. These expanded services build on the foundational work from Year 1 and are designed to provide accessible and responsive supports tailored to the needs of our most vulnerable students.

This year, the district is also continuing the implementation of community school models, requiring the strategic deployment of additional staff, including site coordinators, liaisons, and support personnel. These positions are funded in conjunction with supplemental and concentration grant resources and are vital to ensuring the comprehensive integration of academic, health, and social services within the school setting.

Under Goal 1 – Instruction, Action 1.3, additional intervention counselors are being maintained and expanded at high-need sites to offer sustained academic, college, and career guidance. These counselors work closely with unduplicated students to support progress toward graduation and post-secondary goals, including A-G completion, FAFSA/CADAA submission, and transition planning.

Instructional content and program specialists have also been added as planned. These staff provide professional learning, facilitate data-informed instructional shifts, and support teachers in delivering rigorous and inclusive instruction. This work reflects our commitment to continuous improvement and instructional coherence across school sites.

To ensure more individualized instruction for English learners, the district is continuing efforts to reduce class sizes in English Language Development (ELD) courses by hiring additional ELD teachers. This action, aligned with Goal 1, ensures that English learners receive more targeted instruction and language development support.

Investments in ongoing professional development are being deepened in Year 2. Targeted training is focused on equity-centered teaching practices, differentiation, support for providing designated ELD instruction for all multilingual learners, and culturally responsive pedagogy. These professional learning opportunities reinforce our efforts under Goal 1 to improve instructional quality and ensure all teachers are equipped to meet the diverse academic and social-emotional needs of students.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	188,796,046	51,145,793	27.091%	0.000%	27.091%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$51,145,793.00	\$1,271,164.00	\$0.00	\$0.00	\$52,416,957.00	\$45,682,865.00	\$6,734,092.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$381,534.00	\$1,523.00	\$383,057.00				\$383,057.00	
1	1.2	Welcome Centers	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	English Learner Literacy Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$199,036.00	\$305.00	\$199,341.00				\$199,341.00	
1	1.4	Language Acquisition Programs - Redesignation of English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,296.00	\$5,296.00				\$5,296.00	
1	1.8	Instructional Content, Librarians & Program Specialists	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$2,998,810.00	\$0.00	\$2,998,810.00				\$2,998,810.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.9	Learning Instruction Technology Coaches & Paraeducator Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,509,307.00	\$0.00	\$7,509,307.00				\$7,509,307.00	
1	1.10	Learning Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,166,931.00	\$1,812,911.00	\$2,979,842.00				\$2,979,842.00	
1	1.11	Educational Technology Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,174,269.00	\$1,174,269.00				\$1,174,269.00	
1	1.12	School Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$100,501.00	\$100,501.00				\$100,501.00	
1	1.13	Parent/Guardian Trainings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,579.00	\$10,579.00				\$10,579.00	
1	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$45,977.00	\$0.00	\$45,977.00				\$45,977.00	
1	1.15	Professional Collaborative Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.16	Intervention Counselors	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$1,180,325.00	\$0.00	\$1,180,325.00				\$1,180,325.00	
1	1.17	Standards Aligned Curriculum	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.18	Instructional Content Specialists - English Language Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$186,100.00	\$0.00	\$186,100.00				\$186,100.00	

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
					s)											
1	1.19	Academic Intervention and Remediation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,635,235.00	\$0.00	\$7,635,235.00				\$7,635,235.00	
2	2.1	Professional development on A-G	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	A-G Pathways Support	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Academic support for A-G courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$310,152.00	\$0.00	\$310,152.00				\$310,152.00	
2	2.4	CTE Teacher Support	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	CTE Access and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,631,698.00	\$0.00	\$1,631,698.00				\$1,631,698.00	
2	2.6	CTE Work-Based Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	FAFSA/CADAA Workshops	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Advanced Placement and International Baccalaureate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rio Mesa and Del Sol High Schools		\$0.00	\$84,632.00	\$84,632.00				\$84,632.00	
2	2.9	Access to AP/IB testing resources	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	Comprehensive counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$988,025.00	\$158,685.00	\$1,146,710.00				\$1,146,710.00	
2	2.11	YouthTruth Survey	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.12	College Orientation Programs & Dual Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$248,082.00	\$0.00	\$248,082.00				\$248,082.00	

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										
2	2.13	College advisors and counselors	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.14	Equitable Grading Practices	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.15	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$264,475.00	\$264,475.00				\$264,475.00	
3	3.1	Restorative Practices and PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$147,045.00	\$0.00	\$147,045.00				\$147,045.00	
3	3.2	MTSS, Wellness, and Community Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$9,892,000.00	\$18,915.00	\$9,910,915.00				\$9,910,915.00	
3	3.3	Chronic Absenteeism Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,569,182.00	\$91,508.00	\$1,660,690.00				\$1,660,690.00	
3	3.4	Cal Safe	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$658,631.00	\$0.00	\$658,631.00				\$658,631.00	
3	3.5	Social Emotional and Culture Climate Student Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$21,158.00	\$21,158.00				\$21,158.00	
3	3.6	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,663,631.00	\$2,115,800.00	\$9,779,431.00				\$9,779,431.00	
3	3.7	Music and Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$817,716.00	\$817,716.00				\$817,716.00	
3	3.8	Student Voice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,174.00	\$3,174.00				\$3,174.00	

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	3.9	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,645.00	\$2,645.00				\$2,645.00	
4	4.1	Professional Development	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
4	4.2	Tutoring	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
4	4.3	Professional Collaborative Learning	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
4	4.4	MTSS	All	No			Specific Schools: Frontier High School		\$714,126.00	\$0.00	\$0.00	\$714,126.00			\$714,126.00	
4	4.5	Bilingual Paraeducators	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
4	4.6	Enhancing Student Access through Transportation	All	No			Specific Schools: Frontier High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.1	Professional Development	All	No			Specific Schools: Condor High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.2	Tutoring	All	No			Specific Schools: Condor High School		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.3	Professional Collaborative Learning	All	No			Specific Schools: Condor		\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School									
5	5.4	MTSS	All	No			Specific Schools: Condor High School		\$557,038.00	\$0.00	\$0.00	\$557,038.00			\$557,038.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
188,796,046	51,145,793	27.091%	0.000%	27.091%	\$51,145,793.00	0.000%	27.091 %	Total:	\$51,145,793.00
								LEA-wide Total:	\$49,509,050.00
								Limited Total:	\$1,636,743.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$383,057.00	
1	1.3	English Learner Literacy Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$199,341.00	
1	1.4	Language Acquisition Programs - Redesignation of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,296.00	
1	1.8	Instructional Content, Librarians & Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,998,810.00	

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	1.9	Learning Instruction Technology Coaches & Paraeducator Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,509,307.00	
1	1.10	Learning Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,979,842.00	
1	1.11	Educational Technology Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,174,269.00	
1	1.12	School Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,501.00	
1	1.13	Parent/Guardian Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,579.00	
1	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$45,977.00	
1	1.16	Intervention Counselors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,180,325.00	
1	1.18	Instructional Content Specialists - English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$186,100.00	
1	1.19	Academic Intervention and Remediation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,635,235.00	
2	2.3	Academic support for A-G courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$310,152.00	
2	2.5	CTE Access and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,631,698.00	
2	2.8	Advanced Placement and International Baccalaureate	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rio Mesa and Del Sol High Schools	\$84,632.00	
2	2.10	Comprehensive counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,146,710.00	

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	2.12	College Orientation Programs & Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$248,082.00	
2	2.15	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$264,475.00	
3	3.1	Restorative Practices and PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$147,045.00	
3	3.2	MTSS, Wellness, and Community Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,910,915.00	
3	3.3	Chronic Absenteeism Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,660,690.00	
3	3.4	Cal Safe	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$658,631.00	
3	3.5	Social Emotional and Culture Climate Student Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,158.00	
3	3.6	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,779,431.00	
3	3.7	Music and Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$817,716.00	
3	3.8	Student Voice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,174.00	
3	3.9	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,645.00	

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$52,416,957.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$383,057.00	
1	1.2	Welcome Centers	No	\$0.00	
1	1.3	English Learner Literacy Professional Development	Yes	\$199,341.00	
1	1.4	Language Acquisition Programs - Redesignation of English Learners	Yes	\$25,000.00	
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	\$25,000.00	
1	1.6	Advanced Placement (AP) and International Baccalaureate (IB)	No	\$0.00	
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Yes	\$5,296.00	
1	1.8	Instructional Content, Librarians & Program Specialists	Yes	\$2,998,810.00	
1	1.9	Learning Instruction Technology Coaches	Yes	\$7,509,307.00	
1	1.10	Learning Support Systems	Yes	\$2,979,842.00	
1	1.11	Educational Technology Subscriptions	Yes	\$1,174,269.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	School Home Communication	Yes	\$100,501.00	
1	1.13	Parent/Guardian Trainings	Yes	\$10,579.00	
1	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	Yes	\$45,977.00	
1	1.15	Professional Collaborative Learning	No	\$0.00	
1	1.16	Intervention Counselors	Yes	\$1,180,325.00	
1	1.17	Standards Aligned Curriculum	No	\$0.00	
1	1.18	Instructional Content Specialists - English Language Development	Yes	\$186,100.00	
1	1.19	Academic Intervention and Remediation	Yes	\$7,635,235.00	
2	2.1	Professional development on A-G	No	\$0.00	
2	2.2	A-G Pathways Support	No	\$0.00	
2	2.3	Academic support for A-G courses	Yes	\$310,152.00	
2	2.4	CTE Teacher Support	No	\$0.00	
2	2.5	CTE Access and Participation	Yes	\$1,631,698.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	CTE Work-Based Learning	No	\$0.00	
2	2.7	FAFSA/CADAA Workshops	No	\$0.00	
2	2.8	Advanced Placement and International Baccalaureate	Yes	\$84,632.00	
2	2.9	Access to AP/IB testing resources	No	\$0.00	
2	2.10	Comprehensive counseling services	Yes	\$1,146,710.00	
2	2.11	YouthTruth Survey	No	\$0.00	
2	2.12	College Orientation Programs & Dual Enrollment	Yes	\$248,082.00	
2	2.13	College advisors and counselors	No	\$0.00	
2	2.14	Equitable Grading Practices	No	\$0.00	
2	2.15	AVID	Yes	\$264,475.00	
3	3.1	Restorative Practices and PBIS	Yes	\$147,045.00	
3	3.2	MTSS, Wellness, and Community Schools	Yes	\$9,910,915.00	
3	3.3	Chronic Absenteeism Interventions	Yes	\$1,660,690.00	
3	3.4	Cal Safe	Yes	\$658,631.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Social Emotional and Culture Climate Student Survey	Yes	\$21,158.00	
3	3.6	School Safety	Yes	\$9,779,431.00	
3	3.7	Music and Athletics	Yes	\$817,716.00	
3	3.8	Student Voice	Yes	\$3,174.00	
3	3.9	Parent Engagement	Yes	\$2,645.00	
4	4.1	Professional Development	No	\$0.00	
4	4.2	Tutoring	No	\$0.00	
4	4.3	Professional Collaborative Learning	No	\$0.00	
4	4.4	MTSS	No	\$714,126.00	
4	4.5	Bilingual Paraeducators	No	\$0.00	
4	4.6	Enhancing Student Access through Transportation	No	\$0.00	
5	5.1	Professional Development	No	\$0.00	
5	5.2	Tutoring	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Professional Collaborative Learning	No	\$0.00	
5	5.4	MTSS	No	\$557,038.00	

2026-27 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)
	\$51,145,793.00	\$0.00	\$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	Professional Development	Yes	\$383,057.00			
1	1.3	English Learner Literacy Professional Development	Yes	\$199,341.00			
1	1.4	Language Acquisition Programs - Redesignation of English Learners	Yes	\$25,000.00			
1	1.5	California Assessment of Student Performance and Progress (CAASPP)	Yes	\$25,000.00			
1	1.7	CA State Seal of Biliteracy (SSB), Golden State Seal of Merit, and the State Seal of Civic Engagement	Yes	\$5,296.00			
1	1.8	Instructional Content, Librarians & Program Specialists	Yes	\$2,998,810.00			
1	1.9	Learning Instruction Technology Coaches	Yes	\$7,509,307.00			
1	1.10	Learning Support Systems	Yes	\$2,979,842.00			
1	1.11	Educational Technology Subscriptions	Yes	\$1,174,269.00			
1	1.12	School Home Communication	Yes	\$100,501.00			
1	1.13	Parent/Guardian Trainings	Yes	\$10,579.00			

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	1.14	Parent Liaison (Coordinator of Parent Community Engagement)	Yes	\$45,977.00			
1	1.16	Intervention Counselors	Yes	\$1,180,325.00			
1	1.18	Instructional Content Specialists - English Language Development	Yes	\$186,100.00			
1	1.19	Academic Intervention and Remediation	Yes	\$7,635,235.00			
2	2.3	Academic support for A-G courses	Yes	\$310,152.00			
2	2.5	CTE Access and Participation	Yes	\$1,631,698.00			
2	2.8	Advanced Placement and International Baccalaureate	Yes	\$84,632.00			
2	2.10	Comprehensive counseling services	Yes	\$1,146,710.00			
2	2.12	College Orientation Programs & Dual Enrollment	Yes	\$248,082.00			
2	2.15	AVID	Yes	\$264,475.00			
3	3.1	Restorative Practices and PBIS	Yes	\$147,045.00			
3	3.2	MTSS, Wellness, and Community Schools	Yes	\$9,910,915.00			
3	3.3	Chronic Absenteeism Interventions	Yes	\$1,660,690.00			
3	3.4	Cal Safe	Yes	\$658,631.00			
3	3.5	Social Emotional and Culture Climate Student Survey	Yes	\$21,158.00			
3	3.6	School Safety	Yes	\$9,779,431.00			
3	3.7	Music and Athletics	Yes	\$817,716.00			

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	3.8	Student Voice	Yes	\$3,174.00			
3	3.9	Parent Engagement	Yes	\$2,645.00			

2026-27 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)
192,641,693		0	0.000%	\$0.00	0.000%	0.000%	\$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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).

California Department of Education
November 2024