LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard School District

CDS Code: 56-72538-0000000

School Year: 2021-22

LEA contact information:

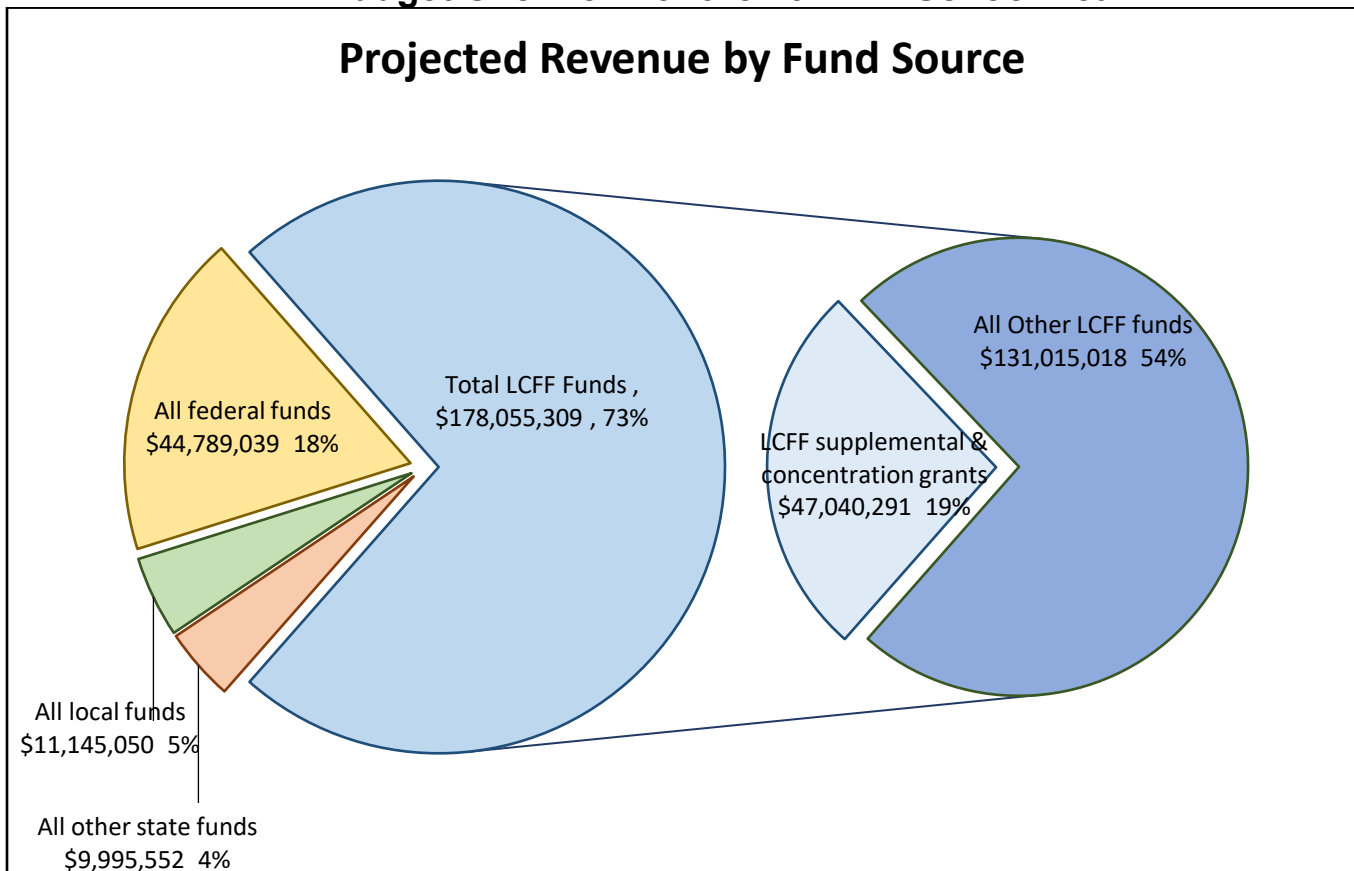Dr.Karling Aguilera-Fort

Superintendent

kaguilerafort@oxnardsd.org

(805) 385-1501

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds
$44,789,039 18%

Total LCFF Funds ,
$178,055,309 , 73%

All local funds
$11,145,050 5%

All other state funds
$9,995,552 4%

All Other LCFF funds
$131,015,018 54%

LCFF supplemental &
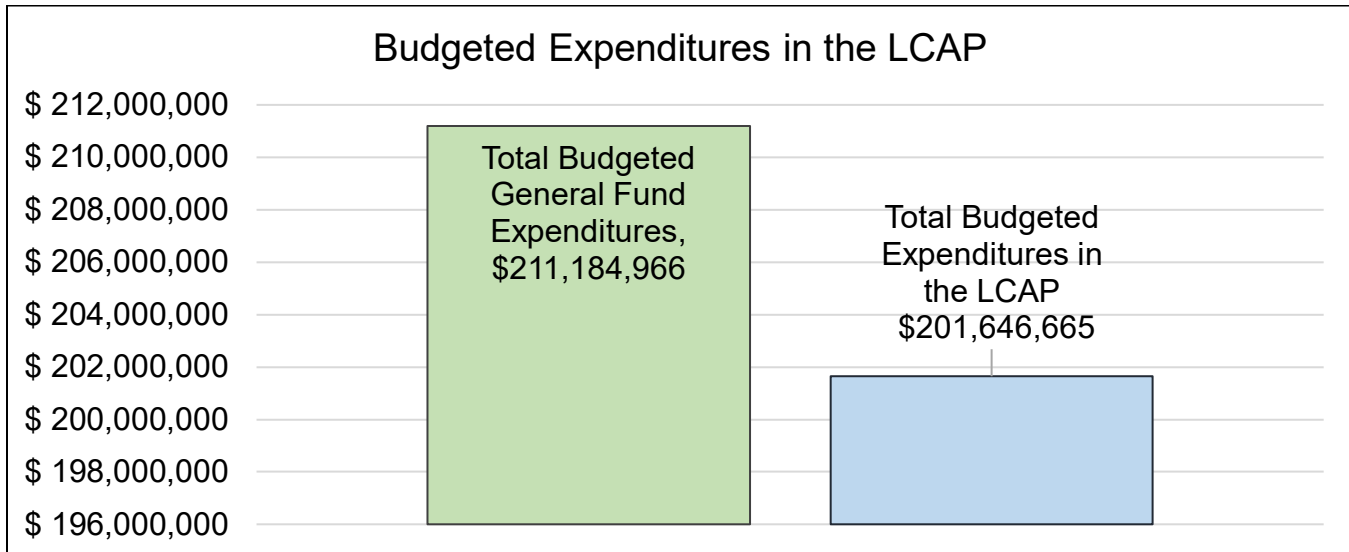concentration grants
$47,040,291 19%

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

The total revenue projected for Oxnard School District is $243,984,950, of which $178,055,309 is Local Control Funding Formula (LCFF), $9,995,552 is other state funds, $11,145,050 is local funds, and $44,789,039 is federal funds. Of the $178,055,309 in LCFF Funds, $47,040,291 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.

Budgeted Expenditures in the LCAP

$ 212,000,000	
$ 210,000,000	Total Budgeted General Fund Expenditures, $211,184,966
$ 208,000,000	
$ 206,000,000	Total Budgeted Expenditures in the LCAP $201,646,665
$ 204,000,000	
$ 202,000,000	
$ 200,000,000	
$ 198,000,000	
$ 196,000,000	

This chart provides a quick summary of how much Oxnard School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oxnard School District plans to spend $211,184,966 for the 2021-22 school year. Of that amount, $201,646,665 is tied to actions/services in the LCAP and $9,538,301 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
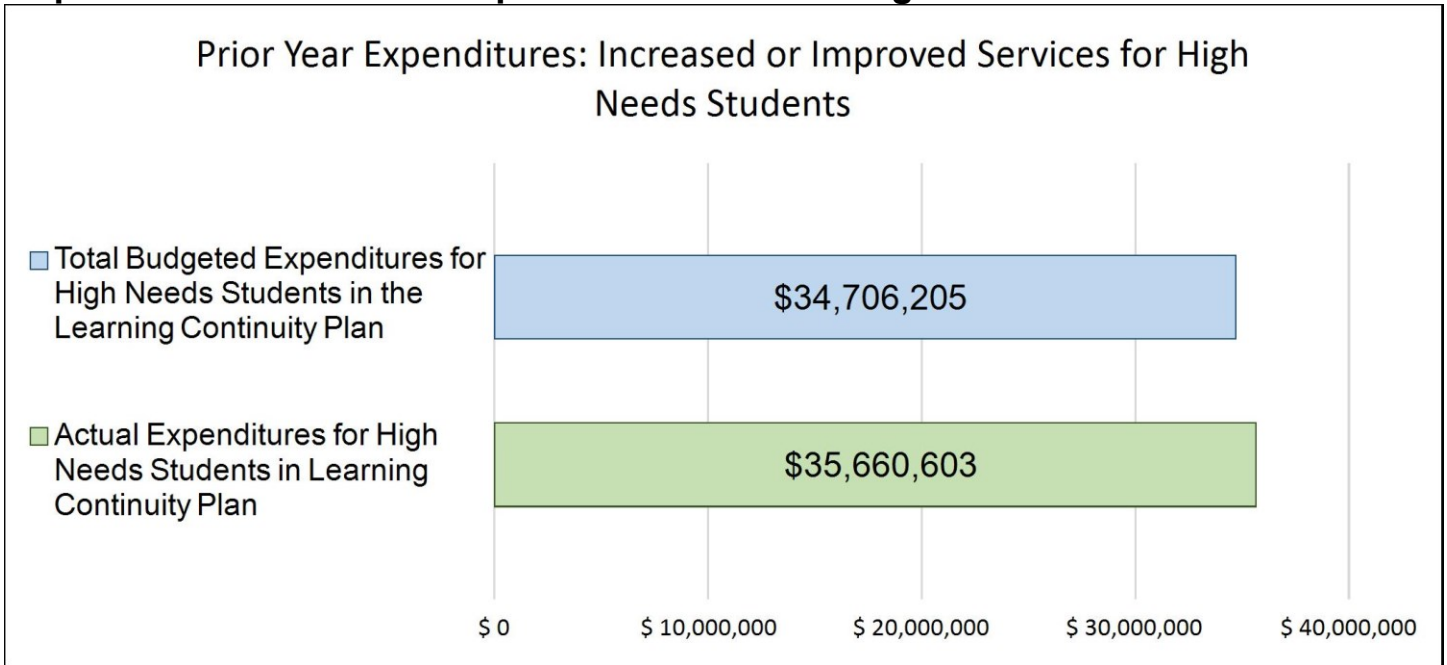
Operational and other expenses such as utilities, substitute staffing, and miscellaneous materials, supplies, and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Oxnard School District is projecting it will receive $47,040,291 based on the enrollment of foster youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend $177,888,019 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 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$34,706,205
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$35,660,603

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000

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

In 2020-21, Oxnard School District's Learning Continuity Plan budgeted $34,706,205 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent $35,660,603 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr. Karling Aguilera-Fort Superintendent	kaguilerafort@oxnardsd.org (805) 385-1501

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 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 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator DASHBOARD ELA All Students English Learners Low Income Special Education **19-20** Percent Met/Exceeded Standard 34.9 13.2 29.8 10.5	DASHBOARD ELA Percent Met/Exceeded Standard All Students 29.73 English Learners 5.47 Low Income26.29 Special Education4,86 African American 30.96 Distance from met: All Students 50.6 English Learners 66.6 Low Income 57.9 Special Education 126.4 African American 45.2

Baseline
Distance from Level 3
66.8
82.2
73.5
136.7

Homeless

Student Group | State

Orange

94.9 points below standard

Increased 10.5 Points ⊕

Number of Students: 296

Students with Disa

Student Group | S

Orange

126.4 points below s

Increased 12.1 Poir

Number of Students

African American

Student Group | State

Yellow

45.2 points below standard

Increased 30.7 Points ⊕

Number of Students: 90

English Learners

Student Group | State

Yellow

66.6 points below standard

Increased 11.2 Points ⊕

Number of Students: 6,752

Hispanic

Student Group | State

Yellow

54.1 points below standard

Increased 11.4 Points ⊕

Two or More Races

Student Group | State

Yellow

5.3 points below standard

Increased 16 Points ⊕

Expected	Actual
Metric/Indicator DASHBOARD MATH All Students English Learner Low Income Special Education African America **19-20** Percent Met/Exceeded Standard 23.2 16.2 21.0 7.7 21.8 **Baseline** Distance from Level 3 91.5 103.7 97.2 160.5 99.3	MATH All Students 17.24 English Learner 4.01 Low Income 14.98 Special Education 2.20 African America 17.89 Distance from met MATH All Students 87.2 English Learner 97.9 Low Income 93.8 Special Education 160.2 African America 90.9

African American

Student Group | State

Yellow

90.9 points below standard

Increased 22.5 Points ⊕

Number of Students: 90

Hispanic

Student Group | State

Yellow

90.7 points below standard

Increased 8.2 Points ⊕

Number of Students: 9,823

White

Student Group | State

Yellow

38 points below standard

Increased 22.1 Points ⊕

Number of Students: 274

Homeless

Student Group | State

Red

128.4 points below standard

Maintained -2.3 Points

English Learners

Student Group | State

Orange

97.9 points below stand

Increased 8.9 Points ⊕
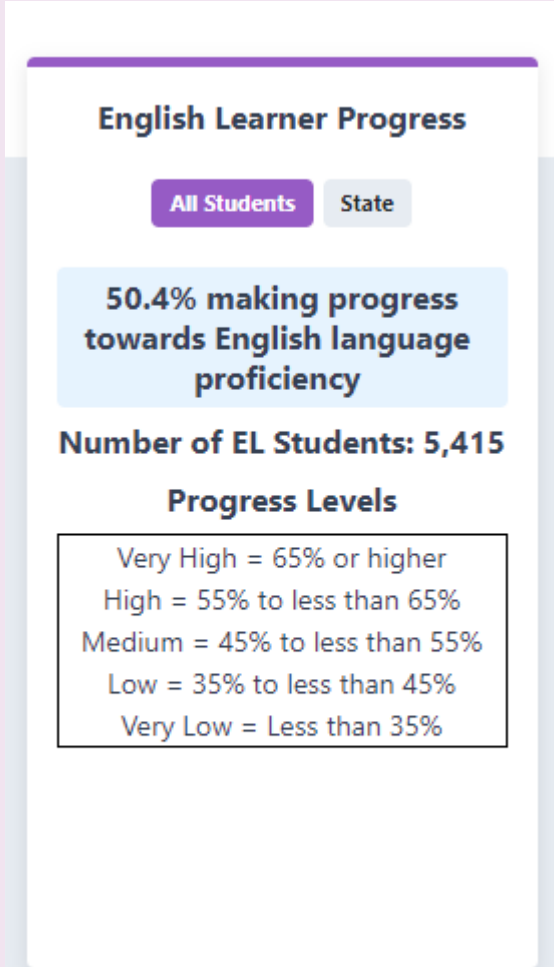
Number of Students: 6,7

Students with Disabili

Student Group | State

Orange

Expected	Actual
Metric/Indicator ENGLISH LEARNER PROGRESS RFEP CELDT/ELPAC **19-20** ELPAC/RFEP - Increase **Baseline** 70.8% per CA Dashboard	**English Learner Progress** **All Students**　**State** 50.4% making progress towards English language proficiency **Number of EL Students: 5,415** **Progress Levels** Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55% Low = 35% to less than 45% Very Low = Less than 35%
Metric/Indicator Implementation of State Standards **19-20** Continue **Baseline** Access to all standards, as applicable for K-8	Continue to monitor the implementation of all California Content Standards. All teacher and all students have standards aligned curriculum and assessments

Expected	Actual
Metric/Indicator Continue **19-20** Continue **Baseline** Access to all courses, as applicable to K-8	All students are scheduled into classes and courses to ensure access to all courses.
Metric/Indicator Facilities - FIT **19-20** Continue **Baseline** Good Repair	District continues with the implementation of facilities project. All facilities are in very good condition
Metric/Indicator Williams Act **19-20** Continue **Baseline** No Issues	All Williams Act compliance items were met with no issues.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 One DLI TOSA to support bilingual instruction; support of instructional practices and implementation in classrooms; observation/walk-throughs, modeling lessons, professional development, data collection and sharing, grade level collaboration at sites.	One DLI TOSA Salaries and benefits Title III $133,968	One DLI TOSA Salaries and benefits Title III $146,970
1.2 In order to continue to build on the capacity of teachers in the area of ELD, trainings on utilizing assessments to inform ELD instruction for K-5 teachers. Additionally, trainings on the ELD Roadmap teacher toolkit will be provided in order to build teams at K-8 and K-5 schools who can further this work at their individual sites. Follow-up sessions	Teacher PD for ELD instruction Salaries and benefits Supplemental Concentration $95,000	Teacher PD for ELD instruction Salaries and benefits Supplemental Concentration $17,286

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
after school to continue to build site teams will further the work throughout the year. 1.3 In order to continue to provide appropriate placement and services for English Learners through the use of data the English Learner Services Department will continue to use the ELLevation data platform district wide, offering training to teachers in its use for data driven instruction, reclassification, RFEP monitoring and tracking interventions for EL students.	ELLevation data platform 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $100,000	ELLevation data platform 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $72,180
1.4 In order to target the different EL typologies in middle school (LTELs, Newcomers, etc.) summer training for 6--8th grade ELD teachers focused on explicit literacy and content instruction of the different levels of ELs and the materials and strategies to be used will be offered. To continue collaboration, inquiry cycles and support of ELD teachers across the district, after school EL Network meetings will be provided on a monthly basis. To ensure that EL students are receiving the support necessary throughout their day trainings will be offered to administrators, counselors, and paraprofessionals focused on the ELD Roadmap, ELD standards and instructional supports of our EL students. All middle school teachers will be trained on the ELD Roadmap as a way to begin discussions, reflection and inquiry on the instruction of ELs in all content areas throughout the year at staff meeting professional development and department/grade level collaborations.	Summer teacher PD for ELD teachers Salaries and Benefits, Contract Services Supplemental Concentration $48,100	Summer teacher PD for ELD teachers Salaries and Benefits, Contract Services Supplemental Concentration $2,855
1.5 Maintain the Director of Dual Language (DL) Programs and Administrative Assistant to support the DL Program and the Transitional Bilingual Education Program, provide support with lesson planning, curriculum design and professional development as needed; support the World Language Program 1.6 With the guidance and support of the "Teaching for Biliteracy Institute", teachers, administrators and support staff (Reading Specialists, psychologists, counselors, ORCs, speech therapists, resource teachers, etc.) will be provided with ongoing professional development based on the "Teaching for Biliteracy Framework" throughout the school year in order to properly implement the Dual Language Program while supporting student achievement within a biliteracy context.	DLI Director and Admin Asst Salaries and benefits Supplemental Concentration $289,766 Consultant Contracts ($97,000) and teacher extra time ($28,800) Salaries and Benefits, Contract Services Title II $125,900	DLI Director and Admin Asst Salaries and benefits Supplemental Concentration 289,454 Consultant Contract and Teacher extra time Salaries and Benefits, Contract Services Title II $117,850

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
No longer an action for 2018-19	N/A	N/A
1.8 Provide a comprehensive and targeted professional development plan to build capacity in the area of biliteracy instruction for teachers in dual language and transitional bilingual classes. Trainings will include summer professional learning for teachers new to DLI with additional collaboration days throughout the year that will assist teachers in strengthening their skills on building language connections, developing deeper understanding of the theory of language acquisition and metalinguistic awareness through classroom and school visitations, peer observations/shadowing, teacher and administrator coaching and reflection/inquiry cycles. Long-term plans include the continued creation and implementation of biliteracy content units in grades K-6 and ongoing training of teachers as the DLI program expands.	Teacher extra time, substitutes, resources and materials Salaries and Benefits, Contract Services Supplemental Concentration $111,000	Teacher travel and conference expense 5000-5999: Services And Other Operating Expenditures Supplemental Concentration $114,163
1.9 No longer an action/service for 2019-20	N/A	N/A
1.10 In order to maintain lower class sizes due to continuous growth of the Newcomer Academy at McKinna an additional teacher and 4 paraeducators will continue to be funded. One Newcomer TOSA will support the programs at McKinna and Frank to support the instructional program, teacher collaboration, data analysis and families in the program. Continue with 3 paraeducators at Frank.	Newcomer program staff Salaries and benefits Supplemental Concentration $404,249	Newcomer program staff Salaries and benefits Supplemental Concentration $418,192
1.11 Continue to systematically implement, review and refine the EL Master Plan.	No Cost	No Cost
1.12 No longer an action for 2018-19	N/A	N/A
1.13 Provide a two week summer school opportunity for intervention and enrichment.	Two-week summer program Salaries and Benefits, Contract Services Title I $100,000	Two-week summer program Salaries and Benefits, Contract Services Title I $51,202
1.14 No longer and action/service for 2019-20.	N/A	N/A
1.15 Adopt new core textbooks in subject areas as the State Board of Education approved frameworks, assessments and instructional materials are made available. All new textbooks in each of the content areas are to be selected with a focus on the quality of the ELD component provided and accessibility for English Learners.	New core textbooks and materials (History/Social Studies 6th-8th) 4000-4999: Books And Supplies General Fund $1,700,000	New core textbooks and materials (History/Social Studies 6th-8th) 4000-4999: Books And Supplies Supplemental Concentration $914,508

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.16 Lower Class Size – Maintain class size in grades TK through 1st at 24 to 1. Lower class size in 2nd and 3rd to 26 to 1 with no class over 27. Lower class size in 4th and 5th grades to not exceed 33 to 1. Smaller class size is planned to address deficits in academic performance for all students in ELA and Math as indicated on Dashboard.	Teachers to lower class sizes in grades TK-3 Salaries and benefits Supplemental Concentration $5,287,921	Teachers to lower class sizes in grades TK-3 Salaries and benefits Supplemental Concentration $5,280,113
1.17 Site Based funds for the following activities: attendance incentives, academics incentives, enrichment activities, materials for instructional supplies and strand/STEAM/NGSS focus, subscriptions and apps for student iPads and interventions/tutoring.	Site-based materials 4000-4999: Books And Supplies Supplemental Concentration $2,268,420	Site-based materails 4000-4999: Books And Supplies Supplemental Concentration $1,403,790
All students with special emphasis on

English

Learners.

1.18 Use the STAR 360 Program district wide as an assessment tool to identify students for intervention placement and leveled instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Use Accelerated Reader Program to support reading comprehension and fluency and as an assessment tool for identifying students in need of intervention. Use myOn program to support reading comprehension through access on 1:1 devices as home with or without internet. | STAR 360 program, Accelerated Reacher program, myOn math program 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $670,000 | STAR 360 program, Accelerated Reacher program, myOn math program 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $761,203 |
| 1.19 Replace damaged or obsolete supplemental classroom equipment district wide to support opportunities for instruction in a 21st century learning environment to increase student achievement.

1.20 Maintain 45 additional Special Education staff members added since 2014-15. Students | Replace damaged/obsolete classroom technology 4000-4999: Books And Supplies Supplemental Concentration $300,000

Additional Special Education staff Salaries and benefits | Replace damaged/obsolete classroom technology 4000-4999: Books And Supplies Supplemental Concentration $300,000

Additional Special Education staff Salaries and benefits |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
served in our special education programs have compounded challenges. They reflect our overall student populations comprised of 84.2% Disadvantaged, 53.6% English learners, and .4% Foster youth and represent our lowest achieving student group. To help this student population improve on the state indicators, our district added specialized staff to provide program monitoring, assessment, therapy, staff development for direct services providers, direct social-emotional services and development of behavioral programs for students who could not otherwise access learning.	Supplemental Concentration $4,843,577	Supplemental Concentration $4,681,838
1.21 No longer an action for 2018-19	N/A	N/A
1.22 Use one Technology TOSA to train and support classroom teachers in mathematics and ELA online resources K-8, IO, Q (student information system), including Grade Book, Report Cards, Parent Connect and Teacher Connect, online academic software (myON, AR, STAR 360) and curriculum integration strategies for use with 1:1 devices.	One Technology TOSA Salaries and benefits Title IV $112,556	One Technology TOSA Salaries and benefits Title IV $115,029
1.23 Tutoring and professional learning to support the AVID program at all K-8 and 6-8 schools.	AVID program - cost training fees, tutors and materials Salaries and Benefits, Contract Services Title I $315,000	AVID program - cost training fees, tutors and materials Salaries and Benefits, Contract Services Title I $98,893
1.24 Provide competitive salaries and benefits package to compete for new staff with neighboring districts.	Competitive salaries Salaries and benefits General Fund $777,061	Competitive salaries Salaries and benefits General Fund $777,061
1.25 Maintain recruitment strategies, utilizing job fairs and shows at colleges and state-wide organizations, to recruit BCLAD teachers with interest in supporting English Learners, Foster Youth and Low Income Students.	Strategies for teacher recruitment Salaries and Benefits, Contract Services Supplemental Concentration $15,000	Strategies for teacher recruitment Salaries and Benefits, Contract Services Supplemental Concentration $4,938
1.26 Use Public Relations campaign to promote enrollment efforts for Early Childhood Education – Preschool Programs. Preschool provides a school readiness foundation for English Language Learners and low-income students and supports students' future ELA and Math performance on the CAASPP.	Enrollment campaign/public relations for Early Childhood program Contract Services Supplemental Concentration $7,500	Enrollment campaign/public relations for Early Childhood program Contract Services Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.27 Provide information to classified employees to encourage enrollment in degree and credential programs in hard-to-fill areas, i.e., Special Education, Speed and Language Specialists, and BCLAD Teachers.	Degree and credential program for classified employees Contract Services Supplemental Concentration $45,000	Degree and credential program for classified employees Salaries and Benefits, Contract Services Supplemental Concentration $0
1.28 New Teacher training in the beginning of the school year coordinated with educational services and PAR.	New Teacher training Salaries and Benefits, Contract Services Supplemental Concentration $100,000	New Teacher training Salaries and Benefits, Contract Services Supplemental Concentration $23,243
1.29 No longer an action/service for 2019-20	N/A	N/A
1.30 Professional Development for Reading Specialists.	PD for Reading Specialists Salaries and Benefits, Contract Services Supplemental Concentration $30,000	PD for Reading Specialists Salaries and benefits Supplemental Concentration $15,633
1.31 No longer an action/service for 2019-20	N/A	N/A
1.32 In order to ensure appropriate implementation of the AVID Excel curriculum focused on the advancement and reclassification of our Long-term ELs, four sessions will be held during the year to train on AVID Excel strategies and curriculum, share and discuss best practices and allow for collaboration among the 6th-8th grade AVID Excel teachers across the district. Additional materials and start up supplies for these classrooms will be provided.	Teacher PD for AVID Excel program Salaries and benefits Title I $20,000	Teacher PD for AVID Excel program Salaries and benefits Title I $11,052
1.33 No longer an action/service for 2019-20	N/A	N/A
1.34 Leadership training for administrators	Leadership training for administrators Contract Services Title II $13,215	Leadership training for administrators Contract Services Title II $0
1.35 Math Mindset Professional Development will be provided for K-8 teachers at school sites with a high concentration of LPSBG students to increase the use of Routines for Reasoning instructional structures as well as mindset instructional strategies that support problem solving and critical thinking in mathematics classrooms.	Teacher PD for Math Mindset and Routines for Reasoning Salaries and benefits LPSB Grant $300,000	Teacher PD for Math Mindset and Routines for Reasoning Salaries and Benefits, Contract Services LPSB Grant $106,943

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.36 Provide coaching support for principals to enhance their capacity in instructional leadership and the development of Professional Learning Communities.	Coaching support for principals Contract Services Title II $13,215	Coaching support for principals Contract Services Title II $0
1.37 Support the Newcomer Academies at Frank and McKinna through specific professional development related to research based instructional practices of newcomer ELs, socio-emotional needs of immigrant and refugee students, collaboration/planning time to review data and continue to enhance integrated ELD history/science units, and the purchase of support materials and /or technology to increase English skills and the performance of Newcomers in ELA and math as indicated on the California Dashboard.	Newcomer Academy support at Frank and McKinna Salaries and Benefits, Contract Services Title III $35,177	Newcomer Academy support at Frank and McKinna Salaries and Benefits, Contract Services Title III $11,917
No longer and action/service for 2019-20	N/A	N/A
1.39 Implementation and expansion of AVID Excel classes in the three middle schools in grades 6-8 as well as implementation in 6th at 5 of the K-8 schools to target our LTEL students needing more academic language supports and organizational/study skills in an effort to increase reclassification rates in grades 6th-8th. A one week Bridge program will be offered for incoming 7th grade AVID Excel students in the three middle schools during the month of August to create excitement for the program and to teach foundational routines imperative to the program.	Teacher PD and support for AVID Excel program in grades 6-8 Salaries and Benefits, Contract Services Title I $130,000	Teacher PD and support for AVID Excel program in grades 6-8 Salaries and Benefits, Contract Services Title I $63,950
1.40 Replace lost, damaged, and obsolete student supplemental electronic equipment. This includes one technology services technician and additional personnel to support the District 1:1 device program as needed for student -centered and project- based instruction to increase student achievement in Math and ELA as indicated on the Dashboard.	Technician salaries Salaries and benefits Supplemental Concentration $1,682,000 Replace lost/damaged technology 4000-4999: Books And Supplies Supplemental Concentration $500,000 Student iPad Refresh 4000-4999: Books And Supplies Supplemental Concentration $2,100,000	Technician salaries Salaries and benefits Supplemental Concentration $1,766,338 Replace lost/damaged technology 4000-4999: Books And Supplies Supplemental Concentration $602,655 Student iPad Refresh 4000-4999: Books And Supplies Supplemental Concentration $1,950,832
1.41 Reading Specialists for the 17 schools with grades K-2 will support a reading intervention model for students to ensure grade level reading	17 Reading Specialist teachers Salaries and benefits	17 Reading Specialist teachers Salaries and benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
by 3rd grade. They will support teachers in implementing research based strategies to improve reading instruction, participate in Professional Learning Communities (PLC) and assist with assessments. 1.42 Provide math common core instructional practice professional development for K-8th grade math teachers at select schools to address the significant deficit in math academic achievement of students as indicated by CAASPP scores. Teacher will use the Interim Assessment Block (IABs) and analyze data from the IABs to improve their instructional practices and student achievement.	Supplemental Concentration $2,105,764 Teacher PD for Math common core instructional practice Salaries and benefits LPSB Grant $100,000	Supplemental Concentration $2,276,440 Included in Goal 1, Action 35 Salaries and Benefits, Contract Services LPSB Grant $0
1.43 Not an action/service for 2019-20 1.44 Instructional Specialists will support math and science instruction in grades K-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.	N/A One Math and one Science Instructional Specialist Salaries and benefits Title I, LPSB Grant $226,040	N/A One Math and one Science Instructional Specialist Salaries and benefits Title I, LPSB Grant $196,089
1.45 Not an action/service for 2019/20. Director of Curriculum and Administrative Assistant positions will be discontinued for 19-20. 1.46 An ELD Task Force will be created from each of the middle schools with a teacher from each of the content areas: math, science, history, English, and ELD and an administrator. These teams will meet on a monthly basis to be trained on the EL Roadmap Teacher toolkit, discuss and reflect on the status of each of the middle schools in regards to the EL Roadmap, and to develop an action plan on moving this work forward at each of their schools. They will be the lead team in providing professional development, collaboration and discussions on EL matters within each of the middle schools.	N/A ELD Task Force 4000-4999: Books And Supplies Supplemental Concentration $15,000	N/A ELD Task Force 4000-4999: Books And Supplies Supplemental Concentration $2,498
1.47 The district will maintain exiting PAR teacher to serve UPP in particular those identified with special needs. 1.48 The district will provide professional development to teachers and administrators in the area of standards based instruction. Trainings will	One PAR teacher Salaries and benefits Supplemental Concentration $116,390 Teacher PD Salaries and benefits Title I $500,000	One PAR teacher Salaries and benefits Supplemental Concentration $133,030 Teacher PD Salaries and benefits Title I $112,374

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
help teachers and administrators develop in depth understanding of how to utilize the Common Core, NGSS, and the Social Science Standards and Framework to support student achievement. Trainings will give teachers and administrators strategies to develop a standards based curriculum approach to support rigorous and strategic lesson design in all content areas of instruction. Trainings will include summer professional learning for teachers with additional collaboration days throughout the year which will assist them in strengthening their understanding of standards based instruction. Teachers will be given the opportunity to participate in school visitations, peer observations/shadowing, teacher and administrator coaching and reflection/inquiry cycles. Long-term plans include the continued creation and implementation of standards based units in grades K-6 and ongoing training of teachers during the school year.		
1.49 Maintain the Director of Early Childhood Education Programs and Administrative Support position to support implementation of preschool services, daily supervision of the program, curriculum design, professional development, provide developmental assessments and wrap around supports.	Early Childhood Education Director and Admin Asst Salaries and benefits Title I $153,500	Early Childhood Education Director and Admin Asst Salaries and benefits Other $254,729

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A a result of COVID-19, many of our actions and services shifted to support Distance Learning. We were unable to complete some of the Professional learning opportunities that were planned for the Spring time and shifted the learning to Blended learning, Zoom professional development and training on the Canvas platform. Additionally, we purchased material and programs to support the Distance Learning environment, some of these include Lexia Core, Lexia Power-up and ST Math. Given the additional funding sources for COVID-19, many of our distance learning activities were also shifted to those funds. Consequently, we ended the year with significant carry-over in Title funds. Our planned summer school program was also cancelled due to the pandemic and though we were unable to hold summer school the summer of 2020, we are expanding our summer school for the summer of 2021. Additionally, a tremendous amount of resources went to purchasing new technology and providing students with access via hotspots and devices.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The major actions for this goal were being implemented up until the pandemic brought everything to a halt. Among the highlights are that Ten school sites now offer Dual Language instruction. Targeted professional development to build capacity in the area of biliteracy instruction for teachers in the dual language schools took place during the summer and throughout the school year. Teachers trained in the development of standards mapping have completed the standards maps for Kindergarten and sixth grade. Additional professional development focused on building language connections, developing deeper understanding of the theory of language acquisition and metalinguistic awareness was offered to teachers and school level administrators. This brought us to the third year of a comprehensive biliteracy plan, when the pandemic forced school closures, biliteracy support continued through virtual means and teachers were brought in to help transform the units of instruction to a virtual format. Teachers were offered many paid opportunities to collaborate across grades and schools in order to continue to support the biliteracy programs district wide.

Mathematics instruction has been a major focus. Professional development provided on mathematical mindset teaching strategies focused on specific instructional strategies that promote problem solving and critical thinking. Monthly collaboration meetings offered helped teachers who attended this professional development. iIN order to support this work, the district is investing in high quality professional learning for all teachers. OSD is working with Jo Boaler and Cathy Williams of Stanford to facilitate the tenets of Growth Mindset Mathematics and the pedagogical changes required for visual and conceptual math instruction, all based upon current research on how the brain learns math. Additional Professional Learning involves OSD teachers practicing this newly founded learning with their students, followed up with the teachers' collaboratively debriefing their experiences. Currently, we have teachers in various stages of understanding and implementation of facilitating Growth Mindset Mathematics. Those who have made the pedagogical shifts in math instruction are now emerging and have already become vital in the distributed leadership needed to shift math instruction in OSD. Until now, the requirement for attending Math Professional Learning opportunities has been voluntary due to a lack of substitutes and the realities connected with school closures. Though some of the trainings were postponed, many teachers continued to participate through Zoom.

Another success was the expansion of our AVID an AVID excel opportunities at our middle schools. Several of our schools were identified as model schools. Unfortunately, our visitations and follow up program review were interrupted by school closures.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.
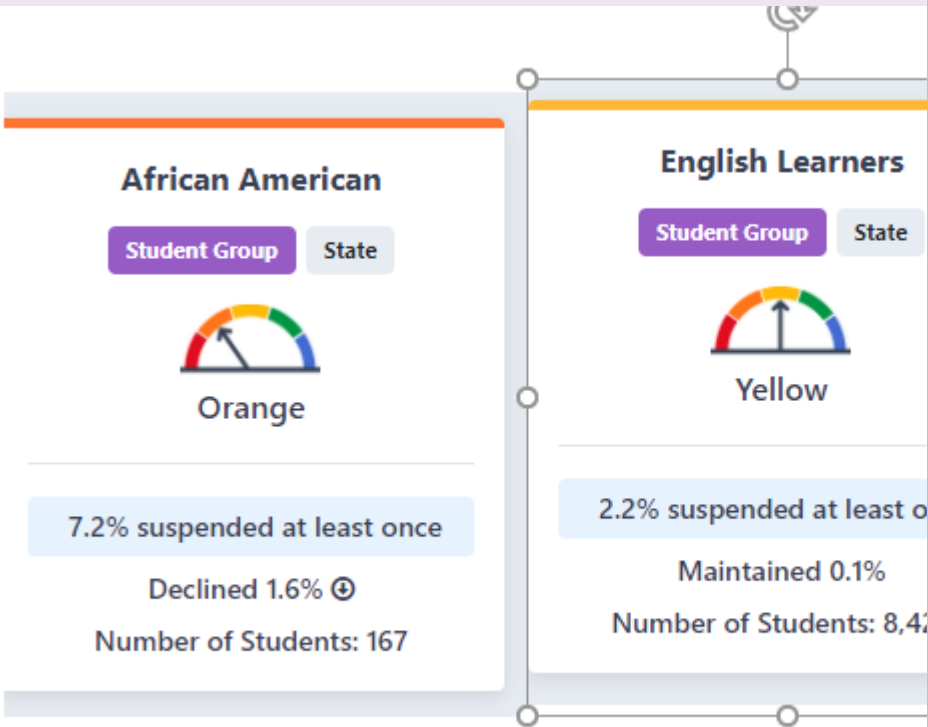
State and/or Local Priorities addressed by this goal:

State Priorities: 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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
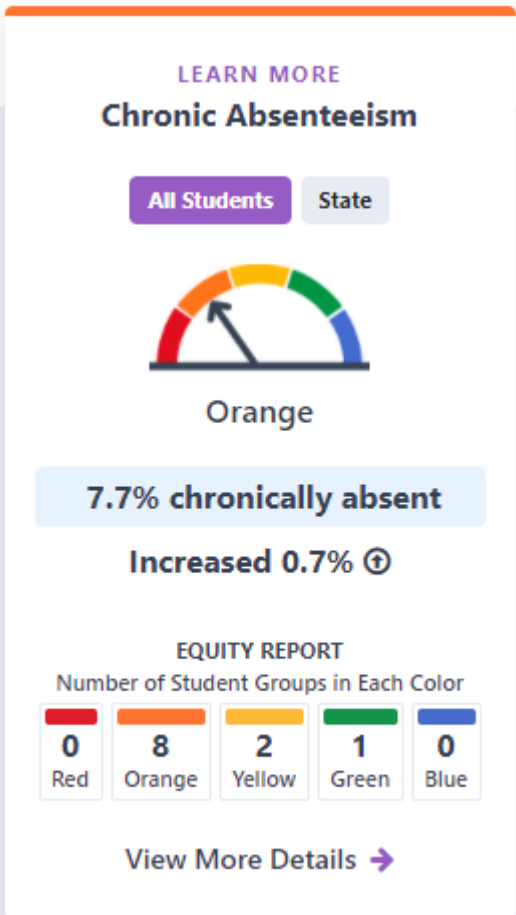
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator DASHBOARD SUSPENSION English Learners African American **19-20** Pending **Baseline** 6.1% (275/4025) for 2014-15 11.7% (29/248) for 2014-15	Overall suspension for 19-20 school year was 7.14

Expected	Actual

Metric/Indicator
Number of students served by Behavioral Specialist

19-20
125 Students served

Baseline
73 students served

Metric/Indicator Number of students served by Counselors for Behavior Support **19-20** Increase by 2% **Baseline** 7th GRADE: 58%	Counselors served 5,654 students for behavior support. However, due to school closures we were unable to gather the information by survey.

Expected	Actual
5th GRADE: 81% **Metric/Indicator** Number of students served by Outreach Consultants for Behavior Support **19-20** Increase by 5% **Baseline** 7th GRADE: 58% 5th GRADE: 81%	Counselors served 5,654 students for behavior support. However, due to school closures we were unable to gather the information by survey.
Metric/Indicator SCHOOL ATTENDANCE RATES **19-20** Maintain 97% **Baseline** 97% (for 2015-16)	2019 Data- 95.70%

	Expected	Actual

School Code	Count of Student	Sum of Days Enrolled	Sur
	0	72130	
brek	621	73310	
chav	907	105818	
curr	1016	121129	
drif	1178	138047	
elm	581	67436	
fran	1233	144740	
frem	1005	114571	
harr	592	67883	
kama	1058	126011	
lemo	880	103449	
mars	733	85551	
mcau	656	75669	
mcki	701	79682	
ramo	581	68447	
ritc	606	69885	
rose	577	67732	
slin	620	70002	
west	597	66920	
Grand Total	**16063**	**1945471**	

2019 7.7%

Metric/Indicator
CHRONIC ABSENTEEISM

19-20
5.2%

Baseline
6.9%* Local Measure

Expected	Actual
	LEARN MORE **Chronic Absenteeism** All Students　State Orange **7.7% chronically absent** Increased 0.7% ⊕ EQUITY REPORT Number of Student Groups in Each Color 0 Red　8 Orange　2 Yellow　1 Green　0 Blue View More Details →
Metric/Indicator EXPULSION **19-20** Maintain **Baseline** 14% (for 2015-16)	The expulsion rate for Oxnard School District was .02%

Expected	Actual

OSD Suspension - Aug 21, 2019 to June 30, 2020

School	Cumlative enrollment 19-20	Students Suspended 19-20	Suspension Rate 19-20	# Students Expelled 19-20	Expulsion Rate 19-20
Brekke Elementary	608	3	0.49%	0	0.00%
Chavez	883	15	1.70%	0	0.00%
Curren	1006	22	2.19%	0	0.00%
Driffill	1156	15	1.30%	0	0.00%
Elm Elementary	563	1	0.18%	0	0.00%
Frank Academy	1219	39	3.20%	0	0.00%
Fremont Academy	957	32	3.34%	2	0.21%
Harrington Elementary	572	4	0.70%	0	0.00%
Juan Lagunas Soria	974	22	2.26%	1	0.10%
Kamala	1048	13	1.24%	0	0.00%
Lemonwood	871	18	2.07%	0	0.00%
Lopez Academy	920	40	4.35%	0	0.00%
Marina West Elementary	566	3	0.53%	0	0.00%
Marshall Elementary	718	15	2.09%	0	0.00%
McAuliffe Elementary	637	14	2.20%	0	0.00%
McKinna Elementary	673	3	0.45%	0	0.00%
Ramona Elementary	570	2	0.35%	0	0.00%
Ritchen Elementary	589	11	1.87%	0	0.00%
Rose Ave Elementary	566	3	0.53%	0	0.00%
Sierra Linda Elementary	588	6	1.02%	0	0.00%
Grand Total	15684	281	1.79%	3	0.02%

0

Metric/Indicator
MIDDLE SCHOOL DROPOUT

19-20
0

Baseline
0

Expected	Actual
Metric/Indicator HIGH SCHOOL DROPOUT/GRADUATION/UC A-G API,EAP, AP **19-20** N/A **Baseline** N/A	N/A

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain a district Positive Behavior Intervention Support (PBIS) committee to lead district in implementation of multi-tiered system of support for behavior and social/emotional skill development at all school sites.	No Cost $0	No Cost $0
2.2 Continue to support school site PBIS committees with ongoing training, collaboration and support	Cost for training and staff extra hours Salaries and benefits Supplemental Concentration $20,000	Cost for training and staff extra hours Salaries and benefits Supplemental Concentration $5,418
2.3 Maintain district-wide implementation of PBIS/CHAMPS for all school sites and staff as part of a Positive Behavior Intervention (PBIS) model.	Materials, Extra hours for staff for PBIS/CHAMPS Salaries and Benefits, Contract Services Supplemental Concentration $175,000	Materials, Extra hours for staff for PBIS/CHAMPS Salaries and Benefits, Contract Services Supplemental Concentration $13,733
2.4 In order to build culture, ensure equity, and acknowledge all languages as assets, staff development will be continued for administrators, certificated and classified staff in cultural awareness and proficiency in an effort to create culturally responsive schools where all students and families feel welcomed and valued. Training for classified staff will focus on cultural interactions, and cultural differences in communication; whereas training for administrators and teachers will focus on culturally responsive instruction and curriculum, and equity in the classroom and all programs.	Contract services with Trudy Arriaga Contract Services Supplemental Concentration $50,000	Contract services with Trudy Arriaga Contract Services Supplemental Concentration $2,925
2.5 No longer an action/service for 2019-20	N/A	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6 Maintain a close relationship with representatives from the indigenous community to support indigenous students through the attendance at the Indigenous Conference. Additional funds will be used to support indigenous translations at parent and community meetings.	Conference/Travel, transportation, extra hourly Salaries and Benefits, Contract Services Title I $10,000	Conference/Travel, transportation, extra hourly Salaries and Benefits, Contract Services Title I $10,924
2.7 Offer expanded opportunities (club and sports programs) to After School Program at the K-8 Sites to engage students.	Materials, salaries and contract services for club and sports programs Salaries and Benefits, Contract Services Supplemental Concentration $175,000	Materials, salaries and contract services for club and sports programs Salaries and Benefits, Contract Services Supplemental Concentration $78,453
2.8 Maintain two Behavioral Specialist Positions. Works with teachers and students to improve the behavior of students in need of direct behavioral intervention and modification to improve school climate and reduce suspension.	Two Behavioral Specialists Salaries and benefits Supplemental Concentration $260,468	Two Behavioral Specialists Salaries and benefits Supplemental Concentration $309,129
2.9 Develop a 5 year (or more) deferred maintenance plan to promote learning in a safe, clean and secure environment where students feel protected.	Deferred Maintenance contribution Contract Services Supplemental Concentration $1,000,000	Deferred Maintenance contribution Contract Services Supplemental Concentration $1,000,000
2.10 Maintain four School Resource Officers to support students and staff to increase opportunities for positive interactions with students.	SRO contract Contract Services Supplemental Concentration $405,300	SRO contract Contract Services Supplemental Concentration $373,777
2.11 Decrease level of Campus Supervision yet keep students safe at lunch and recess and provide before and after school supervision.	Campus Assistants district-wide Salaries and benefits Supplemental Concentration $2,603,897	Campus Assistants district-wide Salaries and benefits Supplemental Concentration $2,662,507
2.12 Maintain two additional nurses in the current nursing staff and monitor student to nurse ratios to improve access to medical support.	Two Nurse positions Salaries and benefits Supplemental Concentration $255,537	Two Nurse positions Salaries and benefits Supplemental Concentration $238,403
2.13 Maintain 6 Health Assistants and 7 Health Technicians to support students in need of first aid and medical support.	Six Health Assistant and 7 Health Technician positions Salaries and benefits Supplemental Concentration $568,183	Six Health Assistant and 7 Health Technician positions Salaries and benefits Supplemental Concentration $467,209

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
See 2.32	Unrestricted; cost included in Goal 2, Action 32 Supplemental Concentration $0	Unrestricted; cost included in Goal 2, Action 32 Supplemental Concentration $0
2.15 Maintain a School Counselor at every site to support student social/emotional needs, academic growth and college and career readiness.	School Counselors Salaries and benefits Supplemental Concentration $3,076,434	School Counselors Salaries and benefits Supplemental Concentration $3,186,425
2.16 Provide Healthy Breakfast for students to enhance the ability to learn.	Contribution to cover cost of Child Nutrition program Unrestricted Supplemental Concentration $450,000	Contribution to cover cost of Child Nutrition program Unrestricted Supplemental Concentration $329,516
2.17 Maintain Outreach Consultant positions at all sites to support student social/emotional needs beyond the school day and to improve attendance and academic performance. In addition, ORC's will work as Liaisons between families and community to ensure families have access to community resources.	Outreach Consultants at all sites Salaries and benefits Supplemental Concentration $1,340,464	Outreach Consultants at all sites Salaries and benefits Supplemental Concentration $1,489,368
2.18 Provide training for teachers and other staff members in the implementation of Restorative Justice practices in order to support safe school environment, foster relationships at school sites and decrease suspension rate.	Staff PD for Restorative Justice practices Salaries and Benefits, Contract Services Supplemental Concentration, Title II $63,750	Staff PD for Restorative Justice practices Salaries and Benefits, Contract Services Supplemental Concentration, Title II $15,070
See 2.32	Unrestricted; cost included in Goal 2, Action 32 Supplemental Concentration $0	Unrestricted; cost included in Goal 2, Action 32 Supplemental Concentration $0
2.20 Transportation will be provided for Foster Youth who require a bus to get to school.	Foster Youth transportation Contract Services Title I $30,000	Foster Youth transportation Contract Services Title I $51,112
2.21 Palmer Drug Abuse Program (PDAP) Intervention/Prevention program for students at grades 6-8.	PDAP intervention/prevention program grades 6-8 Contract Services Title I $30,000	PDAP intervention/prevention program grades 6-8 Contract Services Title I $28,140
2.22 Thrive Program – Truancy Intervention Program in collaboration with county agencies, including the Ventura County District Attorney's office.	Thrive Program, truancy intervention Contract Services Supplemental Concentration $10,000	Thrive Program, truancy intervention Contract Services Supplemental Concentration $11,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.23 Transportation, Food (Backpack), Clothes for Homeless Students.	Transportation, food, materials for Homeless students 4000-4999: Books And Supplies Title I $80,450	Transportation, food, materials for Homeless students 4000-4999: Books And Supplies Title I $48,597
2.24 No longer an Action/Service for 19-20	N/A	N/A
2.25 Licensed Marriage and Family Therapist (LMFT): Therapeutic counseling service for intensive student needs.	Therapeutic counseling services Contract Services MAA $95,000	Therapeutic counseling services Contract Services MAA $92,000
2.26 Tobacco Use and Prevention Education (TUPE) – Prevention of tobacco use for students in grades 6-8.	TUPE Funds, MAA Funds and Supplemental Concentration Salaries and benefits Supplemental Concentration $113,089	TUPE Funds, MAA Funds and Supplemental Concentration Salaries and benefits Supplemental Concentration $90,398
2.27 Crisis Prevention and Intervention – NCPI training for staff and student safety.	NCPI training Salaries and benefits Supplemental Concentration, Title II $20,000	NCPI training Salaries and benefits Supplemental Concentration, Title II $16,826
2.28 Provide therapeutic drumming to students at targeted grade level (5 and 7) as well as students in the Opportunity Program	Therapeutic drumming program Contract Services Title IV $50,000	Therapeutic drumming program Contract Services Title IV $48,550
2.29 Ed Link – Saturday School program to recover absences for any student K-8, to reduce chronic absence.	Saturday School program Contract Services Supplemental Concentration $680,000	Saturday School program Contract Services Supplemental Concentration $788
2.30 Support health and safety programs by maintaining a Director of Pupil Services and Administrative support positions.	Support Pupil Services Director and Admin Asst Salaries and benefits Supplemental Concentration $279,205	Support Pupil Services Director and Admin Asst Salaries and benefits Supplemental Concentration $292,235
2.31 Provide behavioral health support to students with additional Paraeducators.	Paraeducators for behavioral health support to students Salaries and benefits Supplemental Concentration $82,362	Paraeducators for behavioral health support to students Salaries and benefits Supplemental Concentration $69,461
2.32 Provide home to school transportation for students.	Student transportation Salaries and Benefits, Contract Services	Student transportation Salaries and Benefits, Contract Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.33 To provide for the support and safety of students, additional Assistant Principals and clerical support, above the base program.	Supplemental Concentration $3,335,600 Assistant Principals and clerical support Salaries and benefits Supplemental Concentration $1,386,682	Supplemental Concentration $2,921,539 Assistant Principals and clerical support Salaries and benefits Supplemental Concentration $1,421,679
2.34 District Translator - the District Translator effectively serves all students, parents and the community with the translations of materials necessary to go to the public in multiple languages.	District Translator Salaries and benefits Supplemental Concentration $78,200	District Translator Salaries and benefits Supplemental Concentration $92,237
2.35 The District supports students and parents through additional clerical support by funding Office Assistants II, whereby supporting the Principals with clerical tasks such as Attendance, Behavior and other interactions.	School site Office Assistant and Library Media Tech support Salaries and benefits Supplemental Concentration $1,158,644	School site Office Assistant and Library Media Tech support Salaries and benefits Supplemental Concentration $2,090,884
2.36 Additional custodial support for after hours and weekend student programs. Providing students and parents with a clean and safe environment.	Additional custodial support Salaries and benefits Supplemental Concentration $912,103	Additional custodial support Salaries and benefits Supplemental Concentration $969,768
2.37 Attendance Technician - Support an additional 2 hours Attendance Technician to assist with absenteeism outreach at each K- 5 School.	Additional attendance support Salaries and benefits Supplemental Concentration $205,448	Additional attendance support Salaries and benefits Supplemental Concentration $273,765
2.38 Parent workshops focused on high school and college requirements for students in grades 5-8.	Parent workshops A-G requirements 4000-4999: Books And Supplies Title I $50,000	Parent workshops A-G requirements 4000-4999: Books And Supplies Title I $6,878

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Many of the actions and services related to goal 2 were carried out during the 2019-2020 school year. However, there were a few actions and services that were unable to fulfill as a result of COVID 19 and school closures, these included parent nights, professional development for staff, expanded opportunities for students around sports and enrichment. The money budgeted for these activities

were used to support distance learning during school closures. Saturday school was not implemented during the 2019-2020 school due to complications with staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

"During the 2019-2020 school year, Oxnard School District experienced the impact of the global pandemic that shut the doors to schools for 58 days. With the abrupt shift in serving students and families in a virtual environment came many challenges for school staff. However, many successes were also experienced through the experience. Here is a summary of the successes and challenges for staff during the 19-20 school year.

Successes:
- OSD staff provided parent trainings/workshops to 3,486 participants about mental health and social and emotional well-being
- OSD staff completed mental health screening via Panorama SEL for 16,669 students
- OSD staff provided individual school-based counseling services to 6,657 students
- OSD staff provided group counseling services to 5,791 students
- OSD staff provided 280 community-based referrals for mental health services to students/families
- OSD staff rapidly adapted the evaluation protocol for students in crisis to the virtual/distance platform
- OSD staff developed a tiered-response model to provide social and emotional support to students in the virtual/distance platform
- OSD staff developed protocols for home visits with a focus upon mental health screening
- OSD staff continued a strong partnership with Ventura County Behavioral Health via the Logrando Bienestar program which continued to engage families in mental health service before and during the pandemic
- OSD staff developed an tiered attendance and engagement model that integrated the use of school counselors for social and emotion support

Challenges
- OSD staff encountered difficulty in communicating with families experiencing hardship in unstable housing
- OSD staff encountered difficulty in providing social and emotional supports for families without reliable internet access
- OSD staff encountered difficultly in providing social and emotional support to students given the lack of privacy and confidentiality in some homes/circumstances
- OSDS staff encountered a significant increase in the need for social emotional supports coupled with a lack of face-to-face services available for intensive mental health needs
- OSD staff encountered an increase in trauma (domestic violence, substance use, child abuse, homelessness) which greatly impacted the need for social and emotional services"

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social emotional growth.
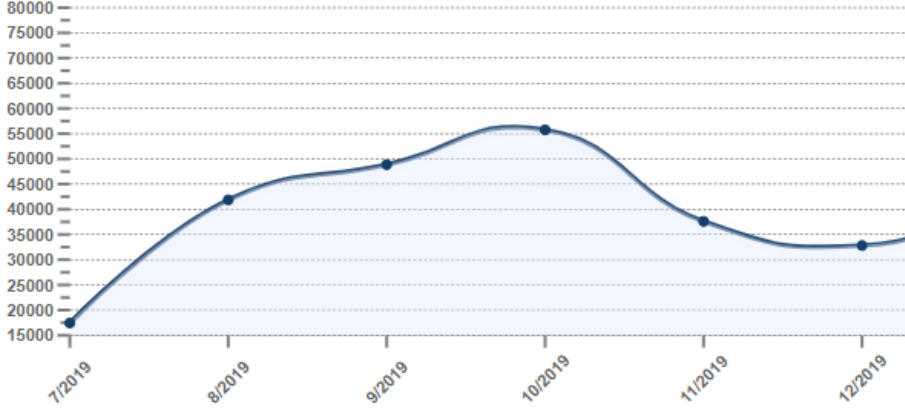
State and/or Local Priorities addressed by this goal:

State Priorities: 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 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator NUMBER OF PARENTS ATTENDING PARENT INVOLVEMENT ACTIVITIES **19-20** Increase number of flyers and followers. **Baseline** Establish baseline during the 2017-18 school year.	41 parents participated in Project 2 Inspire classes offered through the California Association for Bilingual Education (CABE); An average of 23 parents (per meeting) attended District English Learner Advisory Council (DELAC) meetings and an average of 20 parents attended monthly Parent Advisory Council (PAC) meetings.
Metric/Indicator INCREASE THE NUMBER OF TIMES THE DISTRICT WEBSITE IS ACCESSED **19-20** Increase by 3% **Baseline** New website is under construction. Baseline number of times the site is accessed will be determined in 2017-18.	Dat for 5-14-2021 indicated 716.372 total page views

Expected	Actual
	Site Statistics Total visits to your site are displayed on the graph below. If you want, you can adjust the date range and was a user's final destination) within the date range. **TOTAL VISITS** 631,547 ----------------------------- **TOTAL PAGE VIEWS** 827,329 ----------------------------- **TOTAL TARGETED VISITS** 524,018
Metric/Indicator SURVEY PARENTS ON ADEQUATE COMMUNICATION **19-20** Maintain or Increase Percentage **Baseline** 75% of parents surveyed felt they were adequately informed of school activities.	2021 LCAP survey 85% of families responded favorably

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Maintain effective communication with parents using the Ed Connect system and translation services. Increase communication with the Oxnard School District app (available for Apple and Android devices) and text messages. Use social media to promote teaching and learning activities and schoolwide events.	Blackboard/EdConnect system and translation services Contract Services Title I $85,000	Blackboard/EdConnect system and translation services Contract Services Title I $82,785
3.2 Maintain Community Liaison position to support Enrollment Center with new enrollee special needs and to communicate these needs to site staff. Specific support principally directed to unduplicated students.	Community Liaison position Salaries and benefits Supplemental Concentration $88,662	Community Liaison position Salaries and benefits Supplemental Concentration $89,909
3.3 In order to build strong family and school partnerships, site based funds will be used to continue Level 1 Project 2INSPIRE training classes targeted at parents of English Learners in an effort to build their knowledge and leadership skills at the site level. These courses will be led by parent trained facilitators.	funded in Goal 1, Action 1.17 Supplemental Concentration $0	funded in Goal 1, Action 1.17 Supplemental Concentration $0
3.4 Maintain 2 District Mixteco Translator positions to support native language translation services.	Two District Mixteco translators Salaries and benefits Supplemental Concentration $122,850	Two District Mixteco translators Salaries and benefits Supplemental Concentration $130.060
3.5 Maintain a Parent Support Services Liaison position to increase parent and family involvement in schools, establish effective communication between home and school, increase community support for schools and the district, and offer training opportunities for English Learner and low income families.	Parent Support Liaison position Salaries and benefits Title I, Title III $91,236	Parent Support Liaison position Salaries and benefits Title I, Title III $98,982
3.6 Maintain a Public Information Officer (PIO) position to gather and disseminate information pertaining to district events, activities, programs and initiatives. The position will manage media, social media and online presence, community and public relations. This PIO will help to enhance the parent engagement local indicator as measured on the California Dashboard.	One Public Information Officer position Salaries and benefits Supplemental Concentration $150,761	One Public Information Officer position Salaries and benefits Supplemental Concentration $154,065
3.7 Continue to provide Level 2 and 3 Project 2INSPIRE classes through CABE at the district level in an effort to build the capacity of our	Project2Inspire classes for EL parents Contract Services	Project2Inspire classes for EL parents Contract Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
EL parents across the district and increase the number of parent facilitators in the district.	Supplemental Concentration $50,000	Supplemental Concentration $47,845
3.8 Maintain Enrollment Center to support early identification of student needs such as Foster Youth, Homeless and English Learners.	Enrollment Center staffing and materials Salaries and Benefits, Contract Services Supplemental Concentration $598,048	Enrollment Center staffing and materials Salaries and Benefits, Contract Services Supplemental Concentration $577,036

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions and services for Goal 3 were carried out and actual expenditures ligned closely to budgeted expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Oxnard School District has made good progress in the engagement of parents. Priorities were established in the LCAP in response to parent surveys. The areas of focus included to increasing communication through websites and social media to improve outgoing information for parents and community members. The requested information centered around the district's instructional programs, school activities, and tools and resources to support the social and emotional well-being of students.

To address the areas above, the district website has been improved to provide greater access for all stakeholders. Additionally, the continuous monitoring of social media provided a vehicle that allowed the district to stay informed of the needs and concerns of the community in a timely manner. Additional platforms used to improve communication are Blackboard and Canvas.

With the support of Parent Support Liaison and the collaboration with CABE's Project 2INSPIRE, the district greatly improved parental participation in leadership roles throughout the district.   Through Project 2 Inspire, parent leaders became trainers for other parents and increased parent involvement in district committees. additional activities were also planned to support parent engagement. Examples of these activities include Project 2INSPIRE Level 1 classes, Latino Literacy Project, Family Literacy Nights, Family Math Nights, the Health and Wellness collaborative and the annual parent conference Strengthening our Families. In addition, the district has an active Superintendent's Parent Advisory Committee and DELAC at the district level. All school sites have regularly scheduled PTA, ELAC, High School and Beyond Nights and School Site Council meetings.

As a result of the work done in this area, the Oxnard School district was selected to participate in a state level Professional Learning Network organized by CCEE, CDE and CABE as exemplar programs in the area of Parent and Community Engagement.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide for the health and safety of students, staff, and community by adhering to COVID-19 guidelines issued by the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), the California Department of Eduction (CDE), and the Ventura County Public Health Department. This includes providing PPE such as masks and gloves, hand-washing stations and hand sanitizer, preparing school and classroom spaces to maintain social distancing, and additional cleaning and sanitizing of all facilities.	342,407	676,142	No
Maintain 45 additional Special Education teachers and service providers	4,843,000	4,980,396	Yes
Maintain class size of 24:1 in Grades TK-3 with additional teacher staffing.	5,200,000	5,230,939	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Adopt new core textbooks in subject areas as SBE-approved frameworks, assessments and instructional materials are made available; select materials with a focus on the quality of ELD components and accessibility for English Learners.	1,700,000	909,802	Yes
Provide Site-based funds to support attendance, academic performance, interventions and tutoring.	2,155,993	1,154,271	Yes
Provide a full-time counselor for each school site to address social, emotional, and basic needs of students.	3,058,696	2,965,747	Yes
Provide an Outreach Consultant (ORC) for each school site to address social, emotional, and basic needs of students.	1,274,143	1,401,165	Yes
Provide Mixteco translators to assist in communicating with families who speak Mixteco.	126,713	133,218	Yes
Provide professional development for teachers to prepare them for both the hybrid and full distance learning models (Blended Learning Institutes). This includes PD provided to approximately 180 teachers	250,000	250,133	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
in the month of July, as well as plans to repeat the Blended Learning Institutes during the school year.			
Director of Dual Language Programs and Administrative Assistant, to support the Dual Language Immersion, Transitional Bilingual Education, and World Language programs.	293,901	292,422	Yes
Continue to support the Deferred Maintenance program to promote learning in a safe, clean and secure environment.	1,000,000	1,500,000	Yes
Provide additional custodial support to maintain a safe and clean school environment.	942,111	942,523	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were some differences in what we projected to spend on in person offerings and what we actually spent.
- We spent almost double on what we projected for health and safety costs due to the actual costs of items which were deemed necessary to purchase.
- We spent less on textbooks because we purchased online learning materials.
- Site-based expenditures were reduced, due to the late start of in person instruction.
- The contribution to Deferred Maintenance was increased in order to meet needs caused by in person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

For most of the 20-21 school year, we were only able to provide in-person instruction to students in our OSD Connected program. This program started in October and included McKinney-Vento students who were served through the After School Program. They received support to assist them in connecting to synchronous and asynchronous learning. Participating students also received meals. The program was well-received by students and families who were able to participate but given the nature of their McKinney-Vento status, participation was not consistent for many students. The program concluded on March 26 due to schools re-opening.

Once vaccinations became more readily available and Covid-19 case numbers started to decline, we were able to implement plans to bring larger groups of students back for in-person learning. We used information from a survey sent to families in January as the basis for the number of students who would potentially return. We implemented safety and facilities preparations based on this number of students.

We went above the necessary requirements for PPE by also purchasing desk shields for each student desk. Even though students are required to wear masks, the shield is an extra, added layer of protection. Re-Opening and Safety Protocols can be found here: https://www.oxnardsd.org/domain/5962.

We created a Blended Learning schedule to accommodate students and staff. For the elementary grades, students who chose to return in person attend from 8:30-11:15. They are given breakfast in the classroom from 8:30-8:45 and a grab and go lunch as they dismiss. Distance Learning students complete asynchronous work during this time. There is a transition break from 11:15-12:30 during which teachers have their lunch and are able to travel to their homes, if they wish to conduct the distance learning portion of their day from home. Students also travel home and have their lunch during this time. Distance Learning students receive synchronous instruction from their teacher from 12:30-2:30. The students who attended in person in the morning do asynchronous work from 12:30-2:30. This schedule is 4 days a week on Monday, Tuesday, Thursday and Friday. Wednesdays are days for check in, asynchronous and small group work. For middle school grades, the schedule involves the same in class breakfast time (8:30-8:45) and grab and go lunch at 11:10. On Mondays and Thursdays, students meet for periods 1, 2 and 3 and on Tuesdays and Fridays for periods 4, 5 and 6. From 1:00-2:45 on these days, students engage in asynchronous work and from 2:40-3:20, students in ELD classes receive synchronous instruction. Wednesdays are asynchronous with check in times. Middle school teachers and students have transition time from 11:10-1:00. The Blended Learning Schedules can be found here: https://www.oxnardsd.org/Page/12847.

On March 22, we required all staff to attend informational meetings in order to prepare them for the in-person return to school. All site administration had information from all district departments which they shared with their site staffs. The next day, on March 23, we started with students in our Special Education SDC programs. These programs are not at every school site, so it was easier to facilitate bringing these students back first. We had plenty of space to accommodate all families who wanted to return. All safety protocols were followed to ensure a safe and healthy environment for staff and students.

We then went on Spring Break for 2 weeks. That time allowed site and district personnel to make any necessary adjustments to our blended learning plan before the next group of students would return. On April 12, we brought back students in grades TK-3. Teachers and all site staff were prepared. District administrators supported at each site and found that all procedures ran very smoothly. At some sites, there was a challenge that not all families who wanted to return in-person would be able to due to space, but those families had been put on a waiting list and will be accommodated as space becomes available. Some families who wanted in person instruction found that the schedule did not work for them, so they transitioned back to distance learning. There were also adjustments made to some arrival and dismissal protocols.

On April 19, students in grades 4-6 returned in person. Then students in grades 7 and 8 returned on April 22. We believe this staggered transition was extremely helpful in mitigating any issues.

As part of our safety protocols, we instituted a CARE room at each school site with specific procedures for staff to follow should a student exhibit any symptoms during the time they are in school. Students are supervised in this location while waiting to be picked up by parents/guardians.

Our Counselors and Outreach Consultants have been instrumental is assuring that students and families adjusted well to the transition.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide students with bags of basic school supplies, textbooks, consumables, and instructional materials, for use at home during distance learning.	70,932	119,255	Yes
Provide additional devices and connectivity to TK, K, and 1st grade students.	392,531	412,944	Yes
Provide teachers and other staff with devices and connecivity to support distance learning.	397,389	326,139	Yes
Provide additional technology support to teachers and families in using devices and connectivity during distance learning.	106,500	104,168	Yes
Continue to support the 1:1 device program and instructional technology equipment and programs.	3,397,661	3,465,373	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase the learning management system, Canvas.	118,743	118,743	Yes
Provide "Canvas Lead Teachers" at each site.	53,830	46,815	Yes
Provide additional professional development day for teachers who complete Canvas modules by December 31, 2020.	120,000	123,109	Yes
Provide training for parents and families on Canvas in the fall.	30,000	28,500	Yes
Provide additional teaching staff to provide for distance learning for all students.	473,440	917,258	Yes
Provide additional site administrator support to begin 2020-21 year with 100% distance learning	12,023	30,501	Yes
An Educational Technology TOSA will support staff in developing skills to create digital lessons.	114,120	114,120	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
One additional Educational Technology TOSA to provide support for distance learning and hybrid models.	114,120	95,517	Yes
District Math Manager, who provies support to teachers regarding math instruction, has also become the lead for our integration into the learning management system, Canvas.	22,454	71,411	Yes
District Manager of Special Programs has become the communications lead, facilitating webinars, translation, and telephone communication to families and community.	26,549	55,702	Yes
Maintain Community Support Liaison to maintain contact with students and support student special needs.	90,828	90,828	Yes
Campus Supervisors fill many roles to support staff and families, including assisting with distribution of meals, supplies, and instructional materials; as well as the enrollment process.	2,906,166	2,905,718	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue use of STAR360, Accelerated Reader, and myOn programs to identify students for intervention placement and support reading comprehension through access on student devices.	761,204	761,339	Yes
All Special Educatoin teachers were provided with re-opening professional development to support the new digital/virtual curriculums and online platforms.	50,000	51,750	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

For the Distance Learning Program, the difference in planned vs. actual costs were the costs for additional teaching staff to support distance learning and we hired intervention teachers to support the mitigation of learning loss.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
Through a very close collaboration and open communication with our Teachers' Association, we were able to create plans and procedures to meet student needs while addressing safety concerns of teaching staff. Our teachers adapted to new schedules, new instructional programs, new technology and new protocols. In implementing our new Blended Learning Schedules, teachers in grades TK-5, were given the choice to teach their entire class concurrently, which consisted of teaching the in person students at the same time as the distance learning ones. All families in a particular class had to agree and once this schedule was in place, it had to remain so. Those teachers would then work with small groups in the afternoons while the majority of students worked asynchronously.

The district purchased additional instructional software, Lexia Core 5/Power Up reading program and ST Math, which all students would use during their asynchronous time. This created continuity in all grade levels for asynchronous work. Usage and student progress are monitored at the site and district levels.

Teachers adhered to the use of the Canvas Learning Management System. This will continue in subsequent years, no matter what our circumstances are. All parties (teachers, students and families) are now familiar with this system which facilitates continuity of student participation and communication for families.

Access to Devices and Connectivity:
Our students continue to use their iPads for learning. We will be allowing students in grades TK-7 to keep their iPads over the summer. This assures that they can continue to use them through the last day of school. Our 8th grade students, who will leave us for the high school district, will keep their iPads through the last day of school, but will turn them in that last day. Those iPads then are cleaned and prepared to be distributed to our incoming Kindergarten students.

Any family who required a Hot Spot was given one and will also be able to keep them through the summer. If a family needed one at any time throughout the school year, they were provided with one.

Our Tech Support plan also continued. Technicians maintained specific schedules at sites in order to assist teachers and families. Even though we have put many supports in place, we still have some areas of our community where connectivity is an ongoing issue.

Pupil Participation and Progress:
As any instructional schedule we developed followed the guidelines for instructional minutes, so does the Blended Learning Schedule we are currently using. The expectations and requirements have been made clear to all our teachers and families.
Our Site Attendance Technicians ensure that all attendance and participation procedures are followed. We have also used the SARB process to support families in improving attendance. Our Outreach Consultants and Counselors have provided support to reach out to families regarding participation. They make home visits with site administrators when necessary. Even so, with all these supports in place, we have still had many students who have not attended/participated regularly and have been difficult to reach. There are so many factors in our community which take the emphasis from school. Family work schedules, child care and COVID rates are among just a few of those factors.

Distance Learning Professional Development:
We have continued to provide teachers with professional development throughout this school year, not just about distance or blended learning, but on best practices in reading, math and other content areas. An added component has been the lens of blended learning and more of an emphasis on digital learning tools and systems. Having these trainings through a virtual meeting format has allowed more teachers to be able to participate since child care or locations may no longer be an issue. One challenge we have found is that while participants may say they are engaged, we may not always know if they are if their cameras are off. We have discussed putting mandatory norms in place for trainings to ensure full participation.

Staff Roles and Responsibilities:
This year has required staff to be flexible and offer support wherever necessary. We have found our staff has generally answered that call and will do what is needed to support students and families, regardless of their title or role, as appropriate.

Supports for Students with Unique Needs:
Our teachers made use of asynchronous learning time to reach out to students who need additional support. Our Counselors, Outreach Consultants and Family Liaisons at the preschool level reached out to students and families who need additional support. They found ways for them to be more engaged or connected them with necessary additional services. In addition to the in-class breakfast and grab and go lunch for our in person students, we continued to offer meal pick up for families, as we were doing during distance learning. Designated ELD classes are part of the Blended Learning schedule for our middle school students, but they were scheduled at the end of the day, after asynchronous learning time. As a result, teachers were finding that many students were not logging in. We have made adjustments so that the ELD class could be at the beginning of asynchronous time in order to keep the students engaged in classes. We are closely monitoring our foster and homeless students to make sure they have the resources they need. Keeping in contact with some of these students has been challenging as their home lives are not always conducive to distance learning. McKinney-Vento students were offered transportation when we started to offer in person learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase and implement software for students to utilize during their independent learning space (Lexia Core 5, Lexia Power Up, ST-Math, Reading Horizons-SpEd, Zoom Webinar, etc.)	626,058	638,042	Yes
Provide appropriate placement services for EL students through the use of the ELLevations data platform.	90,310	95,311	Yes
Continued use of Project to Inspire to build the capacity of our EL parents across the district.	50,000	13,679	Yes
Continue to provide teaching and instructional support staff for the Newcomer/ELD programs.	353,552	363,646	Yes
Continue use of Imagine Learning software subscriptions (Math and Language & Literacy) for Newcomer students.	18,000	18,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain additional hours for Attendance Technicians to assist with absenteeism outreach.	205,448	214,747	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no significant differences in costs between planned actions and what we actually implemented for Pupil Learning Loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to continue our original plans to mitigate learning loss throughout the year (assessment cycle, priority standards, Intervention Teachers, purchase of instructional software, Mystery Science, ELD support). We administered the Star Reading, Math and Early Literacy assessment in our regular cycle of three times a year. Some sites conducted additional administrations of those tests. As a district, we chose to replace the CAASPP with the spring Star administration. We were very concerned about secure testing environments and the impact that technical difficulties might have on CAASPP administration. Our students and families are familiar with Star and have had minimal technical issues with it throughout the year. We will also be able to see progress over the year from the three different administrations.

Teachers met in grade levels groups by site to determine how they will address the priority standards. Site administration monitored these plans. Feedback from teachers indicated that they thought this was very helpful in focusing their efforts with the limited time frames for each learning space.

We were able to hire Intervention Teachers at all sites to use an evidenced based literacy intervention program; Leveled Literacy Intervention (LLI by Fountas and Pinnell) with students who needed additional support in reading. This action will continue in the upcoming school year.

Teachers have reported success with Lexia Core 5/Power Up and STMath programs. They are easy for students and teachers to manage and students are learning and practicing necessary skills/concepts. STMath is in alignment with our pedagogy on math instruction to focus on understanding of math concepts and not just on skills practice.

As mentioned previously, at the middle school level, we had some difficulty getting students to log back into ELD class after the time frame for asynchronous learning, so teachers are moving ELD time to right after the transition.

While we are having difficulty connecting with some families and some students are consistently not logging in to class, over all, our attendance is good. In the month of April, our average attendance rate was 95%. Our site administrators, Counselors and Outreach Consultants reach out regularly and have made home visits in order to engage these students in school.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

With the abrupt shift in serving students and families to a virtual environment due to school closures caused by the pandemic,and then back to a blended model, there were many challenges for school staff. However, many successes were also experienced.
Some successes were that OSD staff provided:

- parent trainings/workshops to 3,486 participants about mental health and social and emotional well-being
- individual school-based counseling services to 6,657 students
- group counseling services to 5,791 students
- 280 community-based referrals for mental health services to students/families

OSD staff also developed:

- a tiered-response model to provide social and emotional support to students through the virtual/distance platform
- protocols for home visits with a focus upon mental health screening
- a tiered attendance and engagement model that integrated the use of school counselors for social and emotional support

In addition, OSD staff rapidly adapted the evaluation protocol for students in crisis to a virtual/distance platform, completed mental health screening via Panorama SEL for 16,669 students and continued a strong partnership with Ventura County Behavioral Health via the Logrando Bienestar program which continued to engage families in mental health services before and during the pandemic.

Some of the challenges OSD staff experienced included difficulty in communicating and providing social and emotional supports for various reasons, including: hardship due to unstable housing, lack of reliable internet access, lack of privacy and confidentiality in some homes/circumstances.

We also grappled with a significant increase in the need for social emotional supports coupled with a lack of face-to-face services available for intensive mental health needs and an increase in trauma (domestic violence, substance use, child abuse, homelessness) which greatly impacted the need for social and emotional services.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The strategies we used to engage students and families were well executed and did result in improved participation, however, even through these actions, we were still unable to reach some families. Every effort was made, repeatedly, to reach certain families, but we were not successful in every case.

We experienced success with initial contact with parents/guardians to discuss and explain attendance expectations during distance learning. Site administrators, office staff, counselors and ORCs have Zoom codes and schedules to support students and families with connecting to class. If staff is not able to contact parents/guardians via phone, home visits are made.

Any family with a connectivity issue was encouraged to apply for a hot spot. The district was able to supply hot spots to families who applied. School staff supported all students with Zoom links, class codes and schedules as needed to get them connected.

Engagement expectations were explained to families and students. Teachers, counselors, and ORCs encouraged engagement through Zoom. Counselors and ORCs engaged with students during asynchronous times to get students to log into class, complete work and connect with teachers.

Teachers connected with students via Zoom, Canvas, and Google to encourage participation in class and asynchronously. Teachers in the primary grades used apps such as Remind and Class Dojo to connect with parents/guardians to encourage student participation and discuss supports to get students participating.

We instituted the Student Attendance Review Team (SART) which is made up of administrators, counselors, ORCs and attendance techs who worked to identify students who are truant and communicated with parents/guardians to provide supports to get students connected. This was an added step before families went to the SARB process. The counselor met with students/parents via Zoom, and when safe and socially distant, in person, to get students connected. Office staff and the Site Technology Technician worked to ensure that all iPads were working and connecting with all of the needed apps for students to connect. Administrators, counselors and ORCs continue to make home visits to families unreachable via phone to ensure that students are connecting. Our district SARB process has continued in order to meet with students and families whose attendance did not improve after the schools' many attempts to support improved attendance.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In preparation to open schools for in class attendance, CNS returned staffing pods to each of the 20 school locations upon returning from Winter Break. Distribution changed to a once a week pick up on Wednesday in early January 2021, at all twenty Oxnard School District locations. The weekly Pantry Kit includes various prepared entrees in combination with bulk fruits, vegetables, dairy, grains and proteins to include the components for meal service reimbursement for breakfast, lunch, supper and snack for five days. OSD developed an online registration survey for parents. The Google Survey allows the district to 1) establish production limits per site, 2) identify participation by name, and 3) and verify birthdate. This report is used weekly as a check off sheet for the SSO and CACFP programs.

Child Nutrition Services will provide meal options for both Blended and Distance learners. Blended learners will receive a Breakfast in the Classroom meal daily upon entering the classroom. Prior to leaving the classroom each day, the students will be offered a Grab and Go lunch. By adjusting our CDE application for both SSO and CACFP, Oxnard School District will expand meal service to include food supplies for a five to seven day service period. Families who choose to participate in the once a week distribution will be asked which of the students on the Check Off sheet are attending class in person. Those Blended Learner students will be claimed for an additional three days of meal service while students identified as Distance learners will continue to claimed for a five day service.

Successes have been observed in various areas of the COVID service models. Oxnard School District has been able to adapt to meet the demands of the need in the community over the past 12 months. The CNS department has systematically worked through inventory to minimize food waste. The department has taken advantage of DOD produce with expanded commodity dollars totaling over $500,000. VC Child Nutrition Departments have been recognized by the VC Public Health Departments as a recipient of the annual award for VC Health Champion.   Though staff members were personally affected with COVID, no employees were traced to have been infected from the work environment. Information from the CDE Child Nutrition has been effective. The Tuesday at Two meetings have been extremely informative and thorough.

Challenges have been varied. Vendors have had supply issues causing last minute menu changes. Site storage has been stretched to limits, especially in the area of frozen and refrigerated space. Staffing models have been disrupted due to employee exposure or illness. Contracted Child Nutrition staff have been asked to alter their work location and work schedule causing some personal challenges.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Support health and safety programs by maintaining a Director of Pupil Services and Administrative Assistant.	283,493	312,247	Yes
Mental Health and Social and Emotional Well-Being	Maintain three Behavior Specialists to work with teachers and students to improve student behavior.	376,903	434,572	Yes
Mental Health and Social and Emotional Well-Being	Maintain two additional Nurses to increase student-to-nurse ration and improve access to medical support.	224,151	261,069	Yes
Mental Health and Social and Emotional Well-Being	Maintain six Health Assistants and seven Health Technicians to support students in need of first aid and medical support.	538,778	501,397	Yes
Pupil Engagement and Outreach	Maintain effective communication with parents using the EdConnect system	90,000	85,268	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Maintain Parent Support Services Liaison to increase parent and family involvement in schools	97,647	97,125	Yes
Pupil Engagement and Outreach	Maintain Enrollment Center to support early identification of student needs.	448,818	575,552	Yes
School Nutrition	Provide meals to pupils and the community during physical school closure and any transition to in-person or hybrid instruction.	1,200,000	1,222,815	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no significant differences in costs between planned actions and what we actually implemented for additional actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Even though we have implemented 1:1 devices (iPads) to our students for the last few years, provided some professional development and have had a Tech TOSA to support teachers, it became clear as we transitioned to distance learning that the use of technology as a tool for instruction was not as widespread or as fully developed as we had thought. As a result, we purchased a learning management system, Canvas; brought on an additional Tech TOSA; and provided more professional development on technology as a tool for instruction. We purchased learning software (Lexia/Core 5-Power Up and STMath) for students to use during asynchronous time for consistency across the district to ensure that teachers were utilizing programs consistent with our district

pedagogy. We also promoted use of interactive applications such as Jamboard and Pear Deck. We also upgraded our Promethean Board systems and provided teachers with upgraded lap tops. WE plan to continue with these actions and they are included in our LCAP.

Our intent with the Canvas learning management system is to continue to use it in the years to come to facilitate learning, manage assignments and grading and for communication with families. The school closures also exposed that we needed more consistent ways to communicate with families. Through the LCAP process, stakeholders expressed a need for us to strengthen our communication systems.

While we have focused on common core state standards for several years, the work we did this year on the priority standards also gave us some information on what we need to do to support teachers in standards instructions. Actions regarding this are reflected in Goal 1 of our LCAP.

In the past few years, we have reduced the number of TOSAs we hired to support teachers, but it became clear that we needed staff who were "experts" in various tools and strategies to be able to support teachers. In the LCAP, we are indicating that we plan to hire 3-4 additional TOSAs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will closely monitor student progress using our Star assessments for reading, math and early literacy. All students in grades K-8 take these assessments. This data will be used to measure all of our actions related to instruction, generally, and for pupil learning loss. The data will be disaggregated for student groups. One of the actions included in the LCAP is the use of a Student Data Monitoring System. This system will allow us to create reports from these assessments, and any available state assessments, which will be used by district administration, site administration and grade level groups of teachers to monitor student progress and make instructional decisions. The data is analyzed during PLCs at the site and district level.

We typically offer summer school at the end of each school year and this year, the response from families was tremendous. Due to the increased interest by families, as well as teachers, we were able to expand our offerings to include more students. Summer school is a full day for students. We target students who are most in need according to our subgroup data.

We were able to hire Intervention Teachers at all sites to use an evidenced based literacy intervention program; Leveled Literacy Intervention (LLI by Fountas and Pinnell) with students who needed additional support in reading. This action will continue in the upcoming school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. With the high percentage of unduplicated students, actions and services are principally directed to increase or improve services. We were able to implement everything we had planned for in regard to these students. These items were: hiring of ISP teachers to provide intervention; the purchase of academic software (Lexia/Core 5/ Power UP an ST Math) to support asynchronous learning; additional guidance to teachers regarding ELD; clear communication and education to families of EL students; ORCs and Family Liaisons connecting with families regarding student engagement and family services to ensure basic needs were being met; Counselors supporting students and families with social-emotional needs; accessibility of meals; delivery of instructional materials to Newcomer students; implementation of the ConnectEd program (targeted for homeless youth to ensure they were able to access all aspects of distance learning); and Special Education Managers monitored students in these subgroups to ensure that all IEPs were adhered to.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

On the STAR reading Proficiency assessments 25.8% of students are meeting grade level standards, this number is 2.5% lower than in the Winter of 2019-2020 school year. In Mathematics, on Renaissance STAR, 20.8% of students are currently achieving at grade level, this is 6.5% lower than in the Winter of 2019-2020 school year.

A specific group which was identified through data analysis as needing specific attention was the group of students receiving Special Education services. It is clear that these students need more support. We will be addressing this area by providing training for all staff in Universal Design for Learning. We believe that in addition to focusing on the work of special education teachers, we must focus also on ensuring general education teachers receive the necessary training to ensure our students receiving special education services have access to core instruction in a way that meets their learning needs. Training on UDL will begin during the Summer for district and site leadership and will be provided to all staff during the 2021-2022 school year.

Achievement in math is an area which affects many of our student groups, particularly students who are experiencing homelessness, ELs, foster youth, and those with two or more races. In order to address this, the district is investing in high quality professional learning for all teachers. OSD is working with Jo Boaler and Cathy Williams of Stanford to facilitate the tenets of Growth Mindset Mathematics and the pedagogical changes required for visual and conceptual math instruction, all based upon current research on how the brain learns math. Additional Professional Learning involves OSD teachers practicing this newly founded learning with their students, followed up with the teachers' collaboratively debriefing their experiences. Currently, we have teachers in various stages of understanding and implementation of facilitating Growth Mindset Mathematics. Those who have made the pedagogical shifts in math instruction are now emerging and have already become vital in the distributed leadership needed to shift math instruction in OSD. Until now, the requirement for attending Math Professional Learning opportunities has been voluntary. In the coming year, all teachers will be required active participants in learning and implementing the pedagogical changes for growth mindset mathematics. Aligned to this work, students in these student groups are prioritized to participate in Summer school program that will be using the abovementioned pedagogy and training. Through this summer school opportunity, we will provide students with an additional 4 weeks of in-person math camp.

We still have concerns with student achievement in language arts, particularly for students experiencing homelessness and those in the SWD group. This year the district hired intervention support teachers that were trained on an evidenced based literacy program, Leveled Literacy Intervention (LLI). Though these teachers worked with many students, students in the above-mentioned groups were prioritized for receiving services. This action will continue in the coming school year, as we know that the effects of pupil learning loss may continue in subsequent years.

On the 2019- 2020 dashboard, the district increased by 0.7% in Chronic Absenteeism and maintained suspension at 3.2%. In order to address these indicators, the district is in the process of implementing Panorama as a toll to measure student engagement and conditions and climate. During the 2019-2020 school year, Panorama began to be implemented school wide, we started the process with training of school Counselors and Outreach Specialist. The plan was to then begin the training with teachers, and this plan came to a halt because of school closures. During closure we continued the use of the Panorama surveys but were unable to train teachers on the instructional tools to help students feel more engaged and connected. We will reinstate the implementation of the Panorama tools during the Spring of 2021 and into the 2021-2022 school year. Additionally, the district is developing its MTSS structure for both academic as well as social emotional to ensure that student needs are addressed on both sides at the Tier 1 level.

Professional development for teachers is critical for student achievement so we will be providing staff 3 additional professional development days to staff before the start of the next school year. These days will focus on:
- Social and Emotional programs and strategies
- Mathematics and Balanced Literacy
- Evidenced based instructional strategies
- District programs and resources aligned to instruction

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	45,342,802.00	42,855,214.06
	0.00	0.00
General Fund	2,477,061.00	777,061.00
LPSB Grant	400,000.00	106,943.00
MAA	95,000.00	92,000.00
Other	0.00	254,729.00
Supplemental	0.00	0.00
Supplemental Concentration	40,635,234.00	40,291,291.06
Supplemental Concentration, Title II	83,750.00	31,896.00
Title I	850,450.00	565,907.00
Title I, LPSB Grant	226,040.00	196,089.00
Title I, Title III	91,236.00	98,982.00
Title II	152,330.00	117,850.00
Title III	169,145.00	158,887.00
Title IV	162,556.00	163,579.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	45,342,802.00	42,855,214.06
	0.00	0.00
4000-4999: Books And Supplies	6,998,870.00	5,229,758.00
5000-5999: Services And Other Operating Expenditures	0.00	114,163.00
5800: Professional/Consulting Services And Operating Expenditures	770,000.00	833,383.00
Contract Services	2,564,230.00	1,739,422.00
Salaries and benefits	29,192,127.00	30,510,426.06
Salaries and Benefits, Contract Services	5,367,575.00	4,098,546.00
Unrestricted	450,000.00	329,516.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	45,342,802.00	42,855,214.06
		0.00	0.00
	Supplemental Concentration	0.00	0.00
4000-4999: Books And Supplies	General Fund	1,700,000.00	0.00
4000-4999: Books And Supplies	Supplemental Concentration	5,168,420.00	5,174,283.00
4000-4999: Books And Supplies	Title I	130,450.00	55,475.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration	0.00	114,163.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration	770,000.00	833,383.00
Contract Services	MAA	95,000.00	92,000.00
Contract Services	Supplemental	0.00	0.00
Contract Services	Supplemental Concentration	2,247,800.00	1,436,835.00
Contract Services	Title I	145,000.00	162,037.00
Contract Services	Title II	26,430.00	0.00
Contract Services	Title IV	50,000.00	48,550.00
Salaries and benefits	General Fund	777,061.00	777,061.00
Salaries and benefits	LPSB Grant	400,000.00	0.00
Salaries and benefits	Other	0.00	254,729.00
Salaries and benefits	Supplemental Concentration	27,411,266.00	28,781,314.06
Salaries and benefits	Supplemental Concentration, Title II	20,000.00	16,826.00
Salaries and benefits	Title I	20,000.00	123,426.00
Salaries and benefits	Title I, LPSB Grant	226,040.00	196,089.00
Salaries and benefits	Title I, Title III	91,236.00	98,982.00
Salaries and benefits	Title III	133,968.00	146,970.00
Salaries and benefits	Title IV	112,556.00	115,029.00
Salaries and Benefits, Contract Services	LPSB Grant	0.00	106,943.00
Salaries and Benefits, Contract Services	Supplemental Concentration	4,587,748.00	3,621,797.00
Salaries and Benefits, Contract Services	Supplemental Concentration, Title II	63,750.00	15,070.00
Salaries and Benefits, Contract Services	Title I	555,000.00	224,969.00
Salaries and Benefits, Contract Services	Title II	125,900.00	117,850.00
Salaries and Benefits, Contract Services	Title III	35,177.00	11,917.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Unrestricted	Supplemental Concentration	450,000.00	329,516.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	25,105,429.00	23,095,248.00
Goal 2	19,050,816.00	18,709,214.00
Goal 3	1,186,557.00	1,050,752.06

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$21,186,964.00	$20,436,758.00
Distance Learning Program	$9,258,490.00	$9,839,190.00
Pupil Learning Loss	$1,343,368.00	$1,343,425.00
Additional Actions and Plan Requirements	$3,259,790.00	$3,490,045.00
All Expenditures in Learning Continuity and Attendance Plan	$35,048,612.00	$35,109,418.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$342,407.00	$676,142.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$342,407.00	$676,142.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$20,844,557.00	$19,760,616.00
Distance Learning Program	$9,258,490.00	$9,839,190.00
Pupil Learning Loss	$1,343,368.00	$1,343,425.00
Additional Actions and Plan Requirements	$3,259,790.00	$3,490,045.00
All Expenditures in Learning Continuity and Attendance Plan	$34,706,205.00	$34,433,276.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr.Karling Aguilera-Fort Superintendent	kaguilerafort@oxnardsd.org (805) 385-1501

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Oxnard School District is located in Oxnard, California, the largest city in Ventura County. Established in 1873, the Oxnard School District has 21 schools serving approximately 15,500 students in grades Preschool through Eighth. The district demographics are as follows; 92% Hispanic/Latino, 3.2% White, followed by 1.2 % Filipino, .9% African American, .8 % Asian, .7% are students who identify as having two or more races, .1% American Indian, and .1% Pacific Islander. One of the characteristics that makes Oxnard unique is the growing number of Latinx students who have Mixteco as a native language rather than Spanish. This unique characteristic provides opportunities for the district to better serve the diversity of its students.

The district mission statement, "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares them for college and career opportunities" guides the development of this LCAP and the focus of our LEA and schools. In order for the district to achieve this mission, the district has developed a Student Profile to guide the work of the district and its strategic plan. The Student Profile aims at providing students with an education that prepares them to create, communicate, collaborate, design and apply new knowledge in real life and a variety of different contexts. We aim for our students to be confident, solution oriented, digitally, artistically and linguistically prepared for future opportunities. In order to achieve these goals, the Oxnard School District is committed in providing students the learning opportunities to become readers, writers and mathematical thinkers so that they can use this knowledge to advocate for themselves and select courses that will prepare them for the future.

District teachers, staff and administrators are committed to providing students an enriched educational experience by ensuring students have access to a broad course of study, including STEM and the Arts. Recognizing that our students' home languages represent a powerful asset for themselves and our community, our district is committed to building strong, research-based and standards driven biliteracy programs across ten schools in the district. In addition, to providing varied opportunities for our children, the district celebrates the linguistic and cultural backgrounds of the community. OSD is committed to increasing the academic achievement of all students through effective

instruction, a challenging and engaging curriculum, and aligned assessments while ensuring that all systems are culturally and linguistically responsive to the needs of our students and their families.

In order to ensure that all students, including English Learners and students receiving special education services, are receiving a rigorous academic educational program that prepares them for college and career the district commits many resources to the continued development of the teaching staff. The professional learning is focused on deepening understanding of the state standards, implementation of high leverage instructional practices and the effective use of scaffolding and differentiated instruction.   As a district we believe that the most effective instruction happens in inclusive settings where students receive grade level standards that are scaffolded to meet their needs.

Though there are many assets within our community and district, we are also intensely aware that the community is impacted by high rates of poverty, crime and trauma. These factors are significant, as they require OSD to ensure that all students are ready to learn. In order to do this effectively, we must address the physical, mental, and social-emotional needs of our students and families.   Consequently, the district has resources in place including but not limited to a community-based Wellness Collaborative; a robust afterschool program, a multi-faceted parent engagement program, extensive wrap-around services to address the needs of the whole child and additional school level support to provide improved services to families and staff. These wrap around services are a corner stone of our district and we believe providing children with best educational opportunities demands attention to the whole child. Additionally, every school site is staffed with at least one full-time school counselor, an Outreach Consultant who acts as a school-community liaison, in addition to many other support services.

Given the demographics of the Oxnard School District, it is imperative that district teachers, staff and administrators be committed to providing programs that support the challenges that greatly impact the community such as the effects of poverty and related trauma. 88.5% of the students are categorized as Socioeconomically disadvantaged, 46.3 % English Learners, 14% of students receive Special Education Services, approximately 4% of students classified as homeless and .4% as Foster Youth. Oxnard SD prides itself in creating an asset-based approach that values the many different characteristics our students bring. Of the 21 schools in Oxnard, 10 of them are dedicated to creating school wide biliteracy programs. As a city, it is evident that language is an important and integral part of the fabric of Oxnard, consequently, the district has dedicated many resources to building comprehensive evidence based biliteracy program that focus on developing student who are bilinguals, biliterate with multi-cultural understanding and respect for diversity around us.

In order to ensure that students are ready to learn, the district provides 1:1 iPads for all students, schools have been rebuilt and remodeled to provide 21st Century learning environments. The district has a robust afterschool program to support students and families by extending and enriching learning opportunities. Over the last 5 years, the district has worked to develop strong family and community engagement. In doing so, the district has focused on building and supporting parent leaders as partners in education. Because of this focus, the district was selected to be part of the Professional Learning Network on Family and Community Engagement with the California Department of Education. The district values the collaborative relationship established between staff and the community. Parents/Family support and engagement are at the forefront of district goals. As a district, we believe that the education of our students is a collaborative effort and therefore we work to strengthen relationships regularly by empowering parents to be change agents and partners in education

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

There are several areas of success of which we are very proud that are represented in the 2019 California Dashboard. During that year, Oxnard School District experienced growth in all academic areas on the California Dashboard and in 19 of its 20 schools.   In the area of Language Arts, the district grew by 11.9 points as measured in distance from met. In Mathematics the district increased by 8.8 points. Though the district has not yet reached the level green or blue overall on the California dashboard, it is moving in the right direction. In Language Arts, on the equity report, OSD no longer has any student groups in the red level. This is improvement when compared to the previous year, where the district had 4 student groups in level red.   In the area of Mathematics, on the equity report, students identified as homeless continue to be in the red level, nevertheless, this is growth when compared to the 2018 Dashboard where 7 student groups were in the red.   Though we acknowledge the level of work that remains to be done, we believe that the structures, professional learning, and systems that have been established are based on strong foundations and evidence-based practices.

The district has established a system of professional learning that over time, we are confident, will continue to yield positive results. These professional learning systems include a multi-year plan and partnership with the Teaching for Biliteracy Institute that includes multi-layer approach to professional development. This approach includes leadership development, reinforcement of strong pedagogical practices and intensive teacher professional learning. This learning is focused on standards, assessments, implementation, and monitoring. In addition, this professional development plan, has been created to ensure all teachers entering the district receive the same high quality professional training. This coming year the district aims to replicate this approach with English instruction schools.

The work in biliteracy earned the district a place in the new publication by the California Department of Education - Improving Education for Multi-lingual and English Learner students: Oxnard School District's District-Level Planning and Investment in Building and Sustaining Dual Language Education- Principle Three of the Ca EL Roadmap. The alignment of district practices to the English Learner Roadmap has proved helpful in ensuring high quality inclusive opportunities. The majority of our biliteracy programs are in school with high linguistic need and with high poverty. The district has eliminated all barriers to entry into the program to ensure all students have access regardless of native language. On local assessments, benchmark data follows the trends of the Thomas and Collier study. Students in biliteracy programs are surpassing their peers in monolingual English programs in 4th grade. The district will continue to monitor data closely and adjust as necessary to ensure al students are achieving.

Another area of success is the growth of our African American Students. In 2018, this student group was in the red level in English Language Arts, and in 2019, students moved to Yellow and grew 30.7 points from distance from met.   In Mathematics, this student group also moved from red to yellow with an increase of 22.9 points in distance from met.   Though there is still much work to be done, the district will continue to support and monitor the achievement of African American students. The district has convened its first African American Parent Advisory

Group. The focus of this group is to establish a partnership, that allow for district staff and community members to establish the necessary connections and bridges to further the academic and social emotional growth of our African American students.

The information from the California Dashboard is consistent with the local benchmark assessment; Renaissance STAR. Due to COVID-19, end of the year data for the 2019-2020 school year was inconsistent. Our current data on STAR in both Language Arts and Math, shows the strength of our program is Spanish Language Arts. STAR data shows that 55.1% of students are at grade level. Nevertheless, this is still 7.2% lower than the previous winter before school closures.

Based on the LEA Local Indicator Self reflection process Parent Engagement is an area of strength. Over the last several years, building relationships with parents has been a priority for the Oxnard School District. The Oxnard School district has had tremendous success building collaborative relationships with parents, particularly parents of English Learners. In addition to regular participation in committees and councils, the district has also spent a great deal of effort in providing parents with training such as Project 2Inspire. This opportunity has empowered parents and create strong leaders who now work collaboratively with district and school staff. This has also created a great space for open and honest communication between families and the school district. The district employs a District Community Liaison to work with families of students most at risk. This person is housed in the enrollment center and ensures that our students identified as homeless or foster youth receive additional supports and services. Every school has an outreach consultant whose position is to work with parents in support of any school or community service that is needed. Additionally, the district also has a parent liaison who acts as the direct link between district and parents to help build positive relationships and positive leaders.

Each of the local indicator self-reflections tools were administered and narratives are complete. The 2021 Dashboard will indicate 'met', in the fall. The Oxnard School District continues efforts to meet the criteria for each of the local indicators

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Despite the growth previously identified on the 2019 Dashboard, as a district we acknowledge that there is much work to be done across the district for all student groups. Benchmark data demonstrates the impact that COVID-19 and school closures have had on our students. Based on Renaissance STAR data, students' achievement levels have declined because of the school closures. On the STAR reading proficiency assessments 25.8% of students are meeting grade level standards. This number is 2.5% lower than in the Winter of 2019-2020 school year. In Mathematics, on Renaissance STAR, 20.8% of students are currently achieving at grade level, this is 6.5% lower than in the Winter of 2019-2020 school year. Given our continued need, OSD has been reevaluating the MTSS process and will be implementing a new process with greater focus on Tier I instruction. This focus will include a systematic data review, with goal setting on closing achievement gaps between different student groups, primarily English Learners and Foster Youth.

Though all student groups have tremendous needs there are some groups that require more detailed attention. The first of these group are students receiving special education services. This will be addressed this by providing training for all staff on Universal Design for Learning. Training on UDL will begin during the Summer for district and site leadership and will be rolled out to other staff during the 2021-2022 school year.

English Learners continue to be an area of focus for the Oxnard School District, though English Learners have made growth, Long-term Els continue to need additional supports. In order to address this need, OSD will continue to implement Designated and Integrated ELD at all schools. At Middle Schools Designated ELD will be differentiated based on student need and typology. Newcomer students will continue to receive specialized program, in small class sizes to allow for differentiation. Additionally, OSD will provide ELD classes with the English 3D curriculum as well as AVID Excel for students close to reclassification.

The next focus area is Mathematics, across the district mathematics is our academic area of greatest need. Though we had started to see results with most student groups prior to the school closures, on our most current local assessment data we see an overall decline of 7.2%. Knowing that prior to the pandemic, students experiencing homelessness were still in the red level on the California dashboard and the students identified as EL, foster youth, two or more races were still in the orange level, we believe this is still an area of greatest need. Given that these groups make up more than half of our overall student population this is a main goal for our district. In order to address this, the district is investing in high quality professional learning for all teachers. OSD is working with Jo Boaler and Cathy Williams of Stanford to facilitate the tenets of Growth Mindset Mathematics and the pedagogical changes required for visual and conceptual math instruction, all based upon current research on how the brain learns math. Additional Professional Learning involves OSD teachers practicing this newly founded learning with their students, followed up with the teachers' collaboratively debriefing their experiences. Currently, we have teachers in various stages of understanding and implementation of facilitating Growth Mindset Mathematics. Those who have made the pedagogical shifts in math instruction are now emerging and have already become vital in the distributed leadership needed to shift math instruction in OSD. Until now, the requirement for attending Math Professional Learning opportunities has been voluntary. In the coming year, all teachers will be required active participants in learning and implementing the pedagogical changes for growth mindset mathematics. Aligned to this work, students in these student groups are prioritized to participate in Summer School Program that will be using the abovementioned pedagogy and training. Through this summer school opportunity, Students will receive an additional 4 weeks of in-person math camp.

Our next area of identified need is in Language Arts for students in homeless and SWD student groups. On the 2019 Dashboard, these student groups remained in the Orange level. This year the district hired intervention support teachers that were training on an evidenced based literacy program, Leveled Literacy Intervention (LLI). Students in the above-mentioned groups were prioritized for receiving services.

Chronic absenteeism and suspension rates remain on the orange level district wide on the California Dashboard. On the 2019- 2020 Dashboard, the district increased by 0.7% in Chronic Absenteeism and maintained suspension at 3.2%. In order to address these indicators, the district is in the process of implementing Panorama as a tool to measure student engagement and conditions and climate. During the

2019-2020 school year, Panorama began to be implemented school wide, the process began by training school counselors and outreach specialist. During closure OSD staff continued the use of the Panorama surveys but were unable to train teachers on the instructional tools available. OSD will reinstate the implementation of the Panorama tools during the Spring of 2021 and into the 2021-2022 school year. Additionally, the district is developing its MTSS structure for both academic as well as social emotional to ensure that student needs are addressed on both sides at the Tier 1 level.

While each of the local indicator self-reflections tools were implemented with stakeholders and the 2021 Dashboard will indicate 'met', in the fall, we have also identified an area of need is our outreach to our African American families. In order to address this identified need, the district has established an African American Parent Advisory Committee and has hired an Administrator of Equity, Family and Community Enragement to ensure continued focus of families and communities of traditionally underserved student groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Oxnard School District has a district Strategic Plan focused on the development of a student profile that articulates what the district wants to see in students as they promote to high school. The profile calls for students to
- Be able to create, communicate, collaborate, design, apply new knowledge in real life and different contexts.
- Be confident, solution oriented as evidenced by growth mindset.
- Be provided with learning opportunities to become readers, writers, and mathematical thinkers.
- Be digitally, artistically and linguistically prepared to lead.
- Be prepared for high school, college and career.
- Become self-advocates and select opportunities to prepare them for the future.

This profile guides the development of the LCAP. There are 3 areas that are highlights that OSD believes will move towards accomplishing this vision.
1. The District commitment to building human capital. Body of research supports that greatest student achievement is directly connected to the teachers in the classroom and the adults who interact with students. This LCAP represents the commitment to invest in developing strong educators, leaders, and families through professional development opportunities and parent engagement opportunities. Providing these experiences will ensure that as the Oxnard School District community all stakeholders are working towards the same goal.
2. Equity and access for all students, coupled with the mindset that the ethnic and linguistic diversity in Oxnard are an asset to be celebrated, encouraged and reenforced is another highlight of this LCAP. This is accomplished in this LCAP by expanding learning opportunities, providing differentiation in instruction, and focusing on the needs of all community members, including African American, Mixteco, and students with special needs. In addition, the expansion of the biliteracy program provides access to many families and students. Aside from the academic component, the social and emotional well-being of students and families is a highlight of this LCAP. This is evidenced by the investment in counselors, Outreach Consultants, Health Aids and LVNs. The District is committed in ensuring students and family's needs are met, this is also evidenced by investment in child nutrition, transportation, translation services and many other actions.

3.   The third highlight of this LCAP is the Tiered approach to meeting student academic needs. Starting with a focus on first instruction, both in English instruction programs, as well as in the biliteracy programs across content areas. Followed by evidenced based Tier II interventions in both literacy and mathematics. Tier III provides students more individualized opportunities in learning through tutoring opportunities and interventions before and after school. In addition, the continued development of programs, systems and supports within the Special Education department ensure that students most in need are identified early and are provided high quality educational programs. Oxnard School District's current enrollment shows that 91% of students are part of the unduplicated student group and the actions in the LCAP will improve student outcomes and enhance the development of the student profile.

In developing the LCAP annually, Oxnard School District measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators https://www.caschooldashboard.org/about/faq, To view our district local indicators, please visit https://www.caschooldashboard.org/

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Oxnard School District believes that educating our children is a shared responsibility, therefore stakeholder input and engagement is critical to the LCAP development process. LCAP committee for the 2021-2022 consist of 38 participants: School Board President, 12 District administrators representing all district departments, 3 middle school administrators, 3 K-5 Administrators, 5 members of the Oxnard Educators Association, 4 members of the Oxnard Supportive Services Organization, 5 members of the California School Employees Association and 5 parents. To engage this committee 3 LCAP meetings were held; February 26, April 15, and May 13, 2021. The purpose of the meetings was to share the LCAP process with stakeholders, followed by sharing the LCP and gathering input from parents on all the actions and services in the LCP and areas that need to be addressed. The following meeting focused on introducing the Board and Superintendent goals, establishing some metrics, sharing current data, and providing opportunity for stakeholders to recommend actions and services for the new LCAP.

In addition, An LCAP Panorama survey was created for both community and staff in both English and Spanish. The surveys were posted on district website, emailed to staff and families, and sent through Blackboard connect. Student voice an input was gathered through regularly scheduled meetings with the Superintendent Fellows. This group is comprised of a student representative from every school site. They meet regularly with the Superintendent to provide input on their experience at the school site, to make recommendations on what students need to be more successful, and to provide feedback on district programs.

The LCAP process and draft was also shared with different parent and community groups, including DELAC, the Parent Advisory Committee As a result of feedback on communication, the Education Services Department hosts a weekly Coffee Chat, a virtual space where staff members can join to ask questions, share concerns and provide input on any topic related to schools. These Coffee Chats are well attended and a great source of two way information.

The Public Hearing for the LCAP was held on June 2, 2021, during this time, the Superintendent will provide written responses to all of the received comments as well as to the necessary committees. The LCAP will be taken to the School Board for approval on June 23, 2021. NO written responses were asked by committee members in between public hearing and approval process.

- The SELPA will be participating and available to consult on several activities that align with a district's LCAP discussions and development. This would include the following: Targeted Monitoring & Intensive Monitoring Reviews: Special Education Plan Operations Cabinet Meetings Superintendents' Policy Council Inquiry and Implementation Network Meetings 1-1 meetings as requested and may align to your Draft LCAP review meetings with the VCOE's Accountability and Continuous Improvement team.

A summary of the feedback provided by specific stakeholder groups.

As a result of the outreach to the different stakeholders, there were several trends that surfaced aligned to LCFF State Priorities, Student Outcomes, Engagement and Conditions of Learning. The first trend was the need to provide students with additional resources to address the impact of COVID 19 on the learning process. The main ways to address this need is to provide students more time to engage in the learning process. Some of the suggestions were summer school, additional before or after school opportunities, and opportunities to work with intervention teachers. The second area that was a trend among all of the different stakeholders was communication and the need to improve the frequency and the way he district communicates with all stakeholders. These suggestions included the use of a webmaster to improve the district website and regularly scheduled messages to families and staff to keep them informed and updated on any district decisions. The third significant area that was discussed, mostly by staff, was the need to invest in more teacher training on evidence based practices to support the literacy gaps that students will likely have as a result of school closures. There was a theme around all teachers needing to become more literacy focused regardless of content area. Another area of professional development that was identified was around meeting the social emotional needs of students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input greatly influenced many sections of this LCAP. The focus of the 2021-2022 LCAP is addressing the learning needs of all students, while ensuring that students are safe and they have their social and emotional needs met. This focus was evident in all stakeholder meetings and many of the recommendations have been included in this LCAP. Some of these include, literacy instruction for all teachers, the need for additional time for teachers to have professional development on how to address the learning loss triggered by school closures and COVID-19. In addition, the need for Intervention teachers was also a theme across all different stakeholders. Another significant area influenced by stakeholders was the desire to have expanded learning opportunities through the summer. Consequently, the district is planning an extensive summer school program for 4 weeks to serve approximately 1500 students in grades K-8. This program will focus on addressing learning gaps, while also providing students with enrichment opportunities.

Stakeholder input was prioritized by how much direct contact and impact the action or services recommended had on students, particularly students with greatest needs and who have been most significantly impacted by Covid-19. This includes students experiencing homelessness and foster youth.

Goals and Actions

Goal

Goal #	Description
1	This Broad Goal Addresses Student Outcomes, Engagement and the Conditions of Learning.. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities.

An explanation of why the LEA has developed this goal.

This goal was developed because student data show that Oxnard School District needs to increase academic achievement of all students, including unduplicated students and student groups with a performance gap. The metrics were chosen for this goal because these metrics provide both statewide and local assessment metrics that are able to be disaggregated by student group to ensure that all student groups are being addressed and held to high standards. The 2121 Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Basic Services, State Priority 1, Implementation of Standards, State Priority 2, Access to Broad Corse of Study, State Priority 7. All of these metrics will allow the district to measure and monitor year to year growth of all students and students with performance gaps. The actions and metrics were selected because the district feels strongly that though evidenced based first instruction teachers will provide students the rigorous instruction necessary for students to be successful. Additionally, OSD is committed to ensuring this success by providing students research based biliteracy instruction. OSD believes the instructional practices are fundamentally important for students continue to improve academically and prepared for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services Access to Standard Aligned Materials	CA Dashboard 100% Fall 2020 (per Williams)				CA Dashboard Maintain/100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Fully Credentialed Teachers	CA Dashboard 100% Fall 2020 (Census Day)				CA Dashboard Maintain/100%
Priority 2 Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards Local Indicator	CA Dashboard Rating of 3/5 as of 2020				CA Dashboard Increase to a rating of 5/5
Priority 4 SBAC Language Arts	Language Arts 29.73% Met or Exceeded -All 5.43% Met or Exceeded - EL 26.29% Met or Exceeded - SED Mathematics 17.24% Met or Exceeded -All 4.02% Met or Exceeded - EL 14.98% Met or Exceeded - SED				Language Arts 45% Met or Exceeded -All 20% Met or Exceeded - EL 41% Met or Exceeded - SED Mathematics 23% Met or Exceeded -All 19% Met or Exceeded - EL 30% Met or Exceeded - SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil Achievement CA Dashboard Language Arts	50.6 Average Distance from Met All Students 2019 66.6 Average Distance from Met EL 57.9 Average Distance from Met SED 59.1 Average Distance from Met Foster Youth				11 Average Distance from Met All Students 2019 27 Average Distance from Met EL 18 Average Distance from Met SED 20 Average Distance from Met Foster Youth
Priority 4 Pupil Achievement CA Dashboard Smarter Balanced Math	87.2 Average Distance from Met All Students 2019 97.9 Average Distance from Met EL 93.8 Average Distance from Met SED				48 Average Distance from Met All Students 2019 58 Average Distance from Met EL 54 Average Distance from Met SED 80 Average Distance from Met Foster Youth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	119.3 Average Distance from Met Foster Youth				
Priority 4 Pupil Achievement CA Dashboard California Science Test	Science 2019 29.93 % Met or Exceeded -All 2.90 % Met or Exceeded - EL 18.75 % Met or Exceeded - SED				Average Distance from Met All Students 2019 Average Distance from Met EL Average Distance from Met SED Average Distance from Met Foster Youth
Priority 4 CAA Language	English Language Arts 2019 15.91% Met or Exceeded Mathematics 9.9% Met or Exceeded				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 STAR 360 - Early Literacy	33.2% Met or Exceeded				63% Met or Exceeded
Priority 4 STAR 360 - Literacy	27.2% Met or Exceeded				57% Met or Exceeded
Priority 4 STAR 360 - Spanish Early Literacy	53.9% Met or Exceeded				75% Met or Exceeded
Priority 4 STAR 360 - Spanish Literacy	49.2% Met or Exceeded				75% Met or Exceeded
Priority 4 STAR 360 - Mathematics	16.3% Met or Exceeded				50% Met or Exceeded
Priority 4 Pathway towards Seal of Biliteracy	30% of students				70% of Students in DLI programs
Priority 4 English Learner English Proficiency (ELPAC) CA Dashboard	50.4% making progress towards English language proficiency				CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 Access and Enrollment in a broad course of study Master Schedules	Standard met on the CA Dashboard Student schedules indicate access				CA Dashboard Maintain
Priority 8 Other Pupil Outcomes Physical fitness Test	CA Dashboard Grade 5 58.5% Aerobic Capacity 49.2%Body Composition 46.3% Abdominal Strength 81.1% Trunk Extension Strength 50.9% Upper Body Strength Flexibility Grade 7 55.7% Aerobic Capacity 46.9% Body Composition 59.5% Abdominal Strength				CA Dashboard Aerobic Capacity Body Composition Abdominal Strength Trunk Extension Strength Upper Body Strength Flexibility Aerobic Capacity Body Composition Abdominal Strength Trunk Extension Strength Upper Body Strength Flexibility

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	79.7% Trunk Extension Strength 43.4% Upper Body Strength 79.5% Flexibility				
K-8 District. High School dropout rate, graduation rate, UC A-G requirements, CTE pathways and AP do not apply.	N/A				N/A
Priority 5 Pupil Engagement Middle Drop Out Rate	CALPADS - Fall 1, Report 8.1c pending Will report when data is available, per CALPADS administrator				Pending Fall 1, Report 8.1c CALPADS

Actions

Action #	Title	Description	Total Funds	Contributing
1	3 professional learning days	Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Given this percentage creating a program that addresses interventions alone will not suffice. The Oxnard School District strongly believes that best first instruction will have the greatest impact on improving the	$2,700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes for these students. In order to do this; the district will be providing staff 3 additional professional development days to staff before the start of the school year. These days will focus on: • Social and Emotional programs and strategies • Mathematics and Balanced Literacy • Evidenced based instructional strategies • District programs and resources aligned to instruction These actions will increase services for unduplicated students by improving teaching and learning focused on rigorous grade level standards. Teacher Extra Time: Resources: Contracts:		
2	Student Literacy Interventions	Oxnard School District's unduplicated students are some of the lowest performing student groups on state and local assessments. In order to address these learning gaps, the district will implement a comprehensive intervention program in Literacy. Literacy Intervention teachers will be provided for all K-8 and elementary schools in order to provide evidence based literacy intervention. Middle School's will receive Literacy Intervention Extra Period, Grades 6-8 Intervention teachers will utilize Leveled Literacy Intervention (LLI) Program. This program will require training staff and purchasing the necessary material and resources to support a successful implementation . LLI is a research- based supplementary intervention	$2,716,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		system designed to help teachers design powerful daily small group instruction for the lower achieving students in the early grades. LLI Professional Learning will provide Literacy Intervention teacher training on LLI, specifically on the overview of the lesson framework, assessing and grouping students, teaching within the LLI lessons, using the prompting guide, understanding the demand of texts and documenting progress. In addition, this will include all interventions for students receiving Special Education services outside of the core curriculum.		
3	Development in Literacy	Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. - This action is designed to build the collective capacity to improve first instruction in literacy through continued funding of subject-expert leaders, teacher supports through collaboration, and professional development - Implement 1st -8th Grade interim assessments. - Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum and grade level standards - The additional professional development increases the effectiveness of teaching state standards. - All professional development includes components designed to improve teaching of English language learners. - Professional Development focused on Balanced Literacy provided by consultants to help teacher leaders. - Teachers and site administrators will be provided the guidance and support to design and implement effective	$737,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		lessons that yield high-impact literacy instruction for all students. • Lexia Core 5 and Power Up Subscriptions 3 Year License Subscription will support students' literacy development in combination with first instruction.		
4	Continue expansion and refinement of District Dual Language Programs	English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Language Immersion Programs remove barriers while providing access to the core curriculum in the primary language. • An expansion of a well established English learner program • The program increases English literacy while maintaining the primary language • The expectation is that students are prepared to receive the pathway to the Seal of Biliteracy Award. Currently the Oxnard school District has 10 Dual Language schools, ranging in grades Kinder -8th grade. Nine of the programs follow the 50-50 model and one program follows an 80-20 model. The District has embarked on a redesign of the Dual language Programs by converting the programs to school wide programs rather than strands within the school. The district is currently entering the 4th year of redesign and anticipates full implementation by the year 2024-2025. In order to effectively carry out this vision, the district has developed a comprehensive staff development and support plan that includes district and site leaders, teachers, parents and support staff. These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments	$586,286.00	Yes
5	Development in Mathematics	Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments.	$820,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • This action is designed to build the collective capacity to improve mathematics instruction through continued funding of subject-expert staff leaders, teacher supports through collaboration, and professional development • Implement 1st -8th Grade interim assessments Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum and grade level standards • The additional professional development increases the effectiveness of teaching state standards. • All professional development includes components designed to improve teaching of English language learners • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom adopted math curriculum and training on the implementation of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments In addition to first instruction, the district will provide students support with a Tier two math intervention program that will be targeted for students who are performing below grade level as part of the districts RtI process.		
6	Expansion of Learning Opportunities	Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. Expanded Learning Opportunities for out of school time are an effective way to supplement students instructional program rather than supplant. This action will	$650,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide unduplicated students more time in school, with adults providing academic support. Additional space in the afterschool program to expand academic, enrichment and SEL support for students. Students who attend these programs have higher achievement, attendance and student engagement rates. This action will provide this opportunity to more students than are currently served. This funding will shorten the waiting list at each school site and add space in the program for Kindergarten. We have three zones in our district. Each zone has a different school start time. Zone 3 has the latest start time which creates a need for a before school program. This program will support the academic, enrichment and SEL needs of students before school. Students will have the opportunity to have breakfast an activity and a positive start to their day.		
7	Student Technology Access and Annual Refresh	Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is critical to include consistent use of technology in the classroom. In order to do this, the district must maintain a district level department to support the 1:1 device program implemented in all Pre-school-8th grade classrooms. The Technology Services Technicians provide educational technology support to students, staff, and families at all 21 school sites in support of the Districts 1:1 Device Program. This action includes replacing lost, damaged, and obsolete classroom and student technology. This includes the cost of student Wi-Fi hotspots and refreshing aging devices to support the Districts 1:1 device program as needed for student centered and project-based instruction to increase student achievement in Math and ELA.	$7,843,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Further Develop Early Childhood Education	Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Currently the Oxnard School District has 8 pre-school general education programs to support the community. In order to maximize the effectiveness of these programs, the District Pre-school teachers utilize a pre-school curriculum and assessment that supports Early Childhood Standards. The Oxnard School District is committed to ensuring pre-school education is aligned to elementary education. To support this the District will provide opportunities of on-going collaboration between pre-school teachers and elementary teachers. To facilitate the transition for students, the District provides a summer learning program called Ready, Set, Go! Pre-school kinder transition/ readiness. This is a 4-week opportunity for in-coming Kindergarteners targeting students without prior preschool/TK experience. Focusing on Language Arts, Mathematics, and STEAM. Pairing Kindergarten and Preschool Teachers to facilitate summer sessions. Includes salaries, benefits, instructional materials and supplies. Articulation between TK and K teachers provides an opportunity to share grade level goals and expectations in order to effectively design and deliver lessons appropriate to the academic needs of their students. In order to effectively deliver instruction, all Kinder and TK classes will be provided with a paraprofessional to support differentiation of instruction to meet the needs of diverse learners. Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated	$1,114,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. In combination, these efforts will lead to increased student performance on state and local assessments and early redesignation of English learners.		
9	Implementation of State Standards	The District's professional learning is anchored in the California English Language Arts (ELA)/English Language Development (ELD) and Mathematics Frameworks and targets the implementation of integrated and designated ELD instruction. Oxnard School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low-income students. To support the goals and objectives of the District, There is a need to have Central Office Staff in the Educational Services Department. This includes: Department of Curriculum, Instruction, Assessment and Accountability Manager Mathematics & Physical Education Science Instructional Specialist 2 Instructional Technology Teachers on Special Assignment 2 English Learner Teachers on Special Assignment 1 Consulting Teacher The overarching goal of the consulting teacher is to provide support for teachers and to help them develop their capacity, as defined by the California Standards of the Teaching Profession. The consulting	$1,711,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher will support and assist teachers with improving instructional performance. Teachers on Special Assignment will develop their knowledge on best instructional practices (Planning/Balanced Literacy) Teacher Collaboration and planning for Middle School teachers 50,000 Implementation of state standards includes teaching and learning around Human Growth and Development and Physical Education		
10	Data Management Systems to Support Implementation of District standards	Oxnard School District's unduplicated population are some of the lowest performing student groups aon state and local assessments. These funds will be principally directed towards meeting the needs of unduplicated students. This action allows for the continuous monitoring of student achievement to inform instructional practices: • The district will continue to use Ellevation for reclassifications, monitoring and tracking interventions for English language learners, and training for teachers and administrators. • The district will purchase and maintain a student data management system (such as Illuminate) to manage assessment data to create disaggregated reports in order to accurately monitor student progress in inform instructional actions, including intervention and enrichment. • Provide professional development to district and site administrators and teachers on use of SDMS. Doc-Tracking Document Template System, Maintain templates for required documents (including translation) such as: LCAP, SPSA, CSSP, SARC.	$346,078.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Expansion of District GATE program and Specialized Programs	Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs. • Universal screening at the end of Second grade for all students • Professional learning focused on strategies for accelerated learners • Summer professional learning • Summer professional institute for AP for teachers Additionally for unduplicated students it is important to provide access to classes that prepare them for college opportunities. The District will accomplish this by supporting AVID classes at al middle schools and AVID Excel for English Learners. These programs will be supported and overseen by the Director Enrichment and Specialized Programs. As a result of this action, more low income, English learners and foster youth will attend a four year college or university As a result of the services listed above more unduplicated students will be successfully involved in these accelerated programs	$749,923.00	Yes
12	Expanded Summer Learning	Oxnard School District's unduplicated population are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards meeting the needs of unduplicated students. Unduplicated students benefit from additional time school with a variety of learning opportunities. OSD is planning a robust Summer School program. The Summer Writing, Science and Math Camp is a full day program and is offered to students in Grades K-8. The program is run with the support and planning of credentialed teachers to run an enrichment based academic program in the morning with the afternoons operated in partnership with our Afterschool program. The program will operate for one month of the	$1,500,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		summer. Transportation will be provided district wide to ensure access for all students. These actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments		
13	Special Education	Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Special Education Department serves grades Pre-School through 8th many who are part of the unduplicated student group. • Academic Services • Social and Emotional Services • Mental Health Services • Alignment with General Education • Specialized Curriculum • Programs to serve students across the special education continuum	$9,047,077.00	Yes
14	Equity and Access	Oxnard School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. All Middle Schools provide a broad course of study for students by ensuring that all unduplicated students have access to electives, core classes and intervention by adding an intervention period at the end of the day.	$268,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Each comprehensive middle school will have 3 additional periods per grade level in order to provide intervention support for students. The teachers teaching these periods will work closely with each English language arts and math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery. Additional supports include: • Schools offer students a variety of electives including, but not limited to music teachers, art elective teachers. • Professional Development on Universal Design for Learning will be provided to staff to ensure students have access to grade level rigorous standards. • Coaching for Equity Professional Learning for TOSAs. In line with the district's mission and vision, all teachers on special assignments will develop their knowledge of equitable practices and how to transfer such knowledge to their day to day practice. • District-wide Equity and Family and Community Engagement Task Force composed by representatives from all schools that will center around issues of equity, social justice, culturally responsive teaching and culturally responsive family and community engagement practices. The Manager of Equity, Family and Community Engagement supports district wide work related to fostering equitable learning environments and opportunities for all students, especially students of color; designs and manages programs to engage families at both the school and district levels as partners for the purpose of supporting the academic and social-emotional wellbeing of all students; promotes school and district programs within the community; develops partnerships with local organizations; facilitates open forums for a variety of stakeholders.		

Action #	Title	Description	Total Funds	Contributing
15	Recruitment, Selection and Retention of Human Capital	The Oxnard School District beliefs that it will accomplish the district mission "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities" by • Recruiting and retaining exceptional people • Establishing strategic Work: Recruitment, Selection, Retention and Operations • Maintaining labor relations with three associations.	$1,282,163.00	Yes
16	Instructional Resources and Supports	Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. These student groups Provide district adopted and supplemental textbooks/instructional materials to support instruction. District-wide Assessments and Reading Programs (Renaissance: Star/AR/MyON). Use the Renaissance Star 360 Program district wide as an assessment tool to identify students for intervention placement and leveled instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Administration occurs at least 3 times a year. Use of the Accelerated Reader Program will support reading comprehension and fluency. Use of the MyON program will support reading comprehension through access on 1:1 devices at home, with or without internet access. Professional development to support Star/AR/MyON. TK- K Para educators Tutorific Provide tutoring for students that struggle with educational continuity and academic growth due to the impermanence of their housing. Tutoring will improve English Language skills, including	$1,104,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reading, phonics, vocabulary, conversational English, and Math. 269,120		
17	Support of School Libraries	Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning. • Library Technicians at elementary schools will be maintained. • Access to diverse titles for students including titles in multiple languages. • Access to technology through the library will continue to be provided for students who may not have access to technology at home • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.	$956,685.00	Yes
18	Implementation of State and Local Assessments	Implementation and support of required State testing district-wide for CAASPP, PFT and ELPAC. Initial ELPAC occurs in the fall. CAASPP, PFT and ELPAC Summative occurs in the spring. The Testing Coordinator helps manage all district and state required assessments, provides technical support to staff.	$666,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CA Spanish Assessment (CSA) Focus Group, Bring 3-8th grade DLI teachers to discuss the best approach to implement the CA Spanish Assessment for students enrolled in the district's biliteracy program. Students in 8th grade who have participated in the district's DLI program will have the option of registering for the AP Spanish Language Exam. AP Spanish and Language Examination, $13,000.00		
19	Professional Learning to prepare staff for implementation of state standards	Coordinate with all Oxnard School District departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators, and classified staff. These training will support the district's strategic plan and further develop the student and staff profile. These trainings will include District Administrators, teachers and staff the opportunity to attend the yearly CABE and other conferences conference which focuses on the most current research and best practices to meet the needs of second language learners. Best practices will be shared with teachers and administrators through meetings, collaboration opportunities, model lessons, and support with lesson design and delivery.	$169,350.00	Yes
20	Developing Human Capital	New Teacher Orientation provides necessary information and resources to teachers who are new to the district to support them in instruction and as employees. Specialized training is provided to Special Education teachers. The Orientation is coordinated between Educational Services and Human Resources and is provided before the start of the school year.	$220,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Curriculum Council ensures that communication is two-way with staff, this forum allows for teachers to receive the information they need on a regular basis Training for Substitute Teachers Training for Classified Staff		
21	Maintain District Learning Management System	Canvas Canvas is a classroom software program for all students in grades PK-8, families and staff that is used to organize and present online learning material, assess and supports student learning and have students engage in courses where they can receive feedback about skill development and learning achievement. Canvas provides avenues to support UDL and collaboration of students and staff. This goal supports the district's student profile by providing a platform that creates 21st Century ready students.	$255,000.00	Yes
22	English Language Development Support	English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. In order to support their academic growth the following are necessary: • Implementation of English Learner curriculum and resources • Newcomer Academies, to maintain Newcomer teachers and paraeducators, provide professional development and teacher collaboration related to the program and to purchase support materials and/or technology as well as other	$434,923.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources to support student acquisition and development of English and math skills. • Interventions opportunities These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.		
23	Additional Teachers Above Base Staffing	The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff.	$4,000,000.00	Yes
24	School Site Allocations to be Prioritized by School Site Council	The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. • Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth • Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (School Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students	$5,083,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Products and services provided specifically for unduplicated students through the site plans include: o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o Bilingual office staff • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics. Each site has specific deficits as measured by this variety of metrics; Oxnard School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Oxnard School District.		
25	Maintain 24:1 TK- 3rd Grade Average	With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 1 class size average is now a requirement by legislation. Class sizes in the district will continue to be maintained at a 24 to 1 ratio, and the investment will be reflected in the Base Instruction action within the LCAP.		Yes

Action #	Title	Description	Total Funds	Contributing
26	Maintain Additional Services for Students at Risk of being Expelled	Students at risk of being expelled need significant supports. • The three comprehensive middle schools will maintain Opportunity classes for grades 6-8. • Students in 6th – 8th grade with significant behavioral issues are provided in-depth academic and social-emotional support. • Cross disciplinary professionals work together to address chronic absenteeism • Maintain individual counseling program to reduce peer conflict and emotional outbursts • Anger management • Grief counseling • Close monitoring of grades and academic interventions As a result, low income students will improve attendance, decrease suspension rates and chronic absenteeism	$434,507.00	Yes
27	After School Tutoring	Oxnard School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary and middle schools to increase academic achievement • After school tutoring programs impact student achievement, especially for at-risk students • In one study the benefits of an afterschool tutoring program included increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) • This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
28	Instruction	- All costs associated with the delivery of instruction to students - All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, and middle) enrollment, and the size of the campus - All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities.	$103,564,007.00	Yes
29	Textbook Adoptions	Adopt and purchase new core textbooks in subject areas as the State Board of Education approved frameworks, assessments and instructional materials are made available. Consideration for English Learners, Special Education students and those in Dual Language Programs are part of the adoption process. Purchase any replacement materials.	$1,982,100.00	Yes
30	Tier 3 and Special Education Interventions	Specialized Interventions for students at risk and for students receiving special education services: - Reading Intervention Supplemental Curriculum Reading Horizons - ST math Intervention for Sped - Teacher Leader trainings for implementation of professional development across subject - Placement for high need and at-risk identified student in special education - Unique – Moderate Secere Curriculum - Instructional and behavioral support	$2,930,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
31	Supporting Cultural Proficiency and Focus on Equitable Practices	The district will build teacher capacity in cultural proficiency and effective school-family engagement by providing professional development opportunities, such as webinars, workshops, literature review/book study, and/or summer P.D. This action is principally directed towards preparing staff to better meet the needs of unduplicated student groups.	$55,692.00	Yes
32	Developing Educational Leaders	Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. To address the needs of students, school leaders are responsible for establishing equitable practices in our schools to ensure high leverage instructional practices are being used. For a school leader to be successful in their role, they need to lead the way in driving teaching and learning outcomes. This involves setting expectations about the school's learning practices and ensuring the organization's values and behaviors focus on improving student success. School leaders require the professional development in the following areas: Developing instructional equity for student success Data driven decision making Creating school cultures through equity lens Universal Design for Learning practices Implementation of MTSS This action is principally directed towards meeting the needs of unduplicated student groups.	$198,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	This Broad Goal Addresses Engagement and the Conditions of Learning and Climate. The Oxnard School District will ensure all students will continue to be provided with programs and services that contribute to their well-being, safety and connectedness.

An explanation of why the LEA has developed this goal.

This goal was developed because the Oxnard School District is committed to addressing the needs of the whole child.   Approximately 91% of the students enrolled are considered socio-economically disadvantage, many of these students are impacted by trauma and poverty. In order for our students to be prepared ad able to learn, the district must ensure that students have the necessary resources to be successful. To better serve our students and community and to ensure that every student has equitable access district resources will be used to support the social emotional needs of students, the wrap around services necessary for both students and their families so that achievement opportunities can the be addressed. Though this goal has always been important, the impact of COVID-19 has been life changing for many families and in particular for families living in poverty. More than ever there is an urgency to address the social emotional needs of all students and in particular students experiencing homelessness, foster youth, English Learners and students receiving special education services. The 2121 Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Student Engagement, State Priority 5, Conditions and Climate, State Priority 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Panorama Survey - Students	CA Dashboard Sense of Belonging Grades 3-5 67.6% Responded favorably Grades 6-8 57.58% Responded Favorably				CA Dashboard Sense of Belonging Grades 3-5 90% Responded favorably Grades 6-8 90% Responded Favorably

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Chronic Absenteeism CA Dashboard	2019 CA Dashboard 7.7% All students 6.4 % English Learners 12.8% Foster Youth 19.7% Homeless				CA Dashboard Les than 2.5% All students Less than 2.5% English Learners 2.5% % Foster Youth less than 9% % Homeless
Priority 5 Attendance rates	Local Data 2019 Attendance rates 96.05%				Local Data Attendance rates 98%
Priority 6 Suspension Data	2019 CA Dashboard 3.2% All Students 2.2% English Learners 14% Foster Youth 4.3% Homeless				CA Dashboard .5 % All Students .5 % English Learners .5 % Foster Youth .5 % Homeless
Priority 6 Expulsion Rates	2019 CA Dashboard				CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	.02%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Child Nutrition	Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment, as well as having some of the lowest attendance rates. When students are in school it is important that they have all conditions necessary to help them learn. Knowing the importance of this OSD provides healthy breakfast, lunch, snack, and supper meals to students to enhance their ability to learn. Supplement the Child Nutrition programs with contributions from the General Fund as necessary. This action is principally directed towards meeting the needs of unduplicated student groups.	$200,000.00	Yes
2	Improve opportunities for student connectedness	• Foster Youth Transportation. Provide transportation for students who are in foster placements so that they can remain at their home school. • Offer expanded opportunities for students to participate in club and sports programs after school at all K-8 schools. Provide a late bus for the K-8 and middle schools to support student access to additional teacher support, clubs, and sports. Cost of Transportation services is included in Goal 4.	$186,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Student Attendance	Some low income students, students experiencing homelessness and foster youth exhibit irregular attendance which affects academic performance. In order to assist with absenteeism outreach and truancy prevention with full-time Attendance Technicians at all schools. Thrive (SARB/ Truancy Reduction) County of Ventura. The County of Ventura provides support to the district SARB team on a monthly basis. An Assistant District Attorney meets with the SARB team to review truancy cases and provide support to families to reduce absences.	$1,496,072.00	Yes
4	Social and Emotional Supports	Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment. Multi-tiered System of Support (MTSS) is a systemic, continuous-. improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, designed to support their specific needs. Tier I: Universal interventions provided for all students. Tier II: Targeted short-term interventions provided to some students in a small group setting. Tier III: Intensive longer-term interventions provided to a few students usually in an individual, one-on-one basis. MTSS leverages the principles of RTI and PBIS and further integrates a continuum of tiered system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. A well implemented MTSS structure will more accurately identify students in need of special education services by monitoring how well an individual student responds to interventions. If it is determined that a student does have a disability which presents a learning barrier, an IEP will more accurately reflect present levels and services necessary to meet student goals based on prior interventions.	$5,535,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 23 school Counselor positions to service school sites districtwide and provide site based behavioral analysis and support for students TK-8th grade. • Director of Pupil Services and support staff • Community Liaison to support students experiencing homeless and foster youth • 20 Outreach Specialist assigned to each school site • Therapeutic Counselor (outside contract) to provide Licensed Marriage and Family Therapist (LMFT) counseling services to support intensive student needs. • County of Ventura, HSA Social Workers. The district contracts with the County to provide a social worker at two school sites to support students and families. Social workers collaborate with administrators, counselors, ORCs, and Family Liaisons to support families at their home school and schools in the area. The implementation of these supports will be monitored using Panorama as well as other indicators including the California Dashboard.		
5	Health and Welfare of students	Some low income students, students experiencing homelessness and foster youth lack resources and often miss school due to health and welfare factors. This action principally supports these groups of students and provides resources to address health and welfare needs. • Supplemental Health Care Technician/LVN services • Contracted staffing services to ensure that health offices are staffed at each school site. • Provide Health Assistants and/or Health Care Technicians (LVNs) at each school site with oversight from district nurses ensuring student safety and health across the district.	$2,312,593.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Palmer Drug and Alcohol Prevention. PDAP provides individual and group substance abuse counseling sessions for students based on requests from school staff. Sessions focus on awareness of personal strengths, importance of health choices, the dangers of drug and alcohol use and social skills for seeking positive peers. - Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter medi-cal billing reports which are sent to Practi-Cal for review. Costs are recovered through this program. - Social Emotional Services Specialist (SESS) through VCOE contract. Social emotional service specialists provide support to students who require intensive counseling due to social-emotional/behavior issues. SESS providers work with students one-one at the school - Hearing Conservation screening services. Hearing Conservation provides comprehensive hearing screening for students who need more intensive hearing evaluation.		
6	Create a safe environment conducive to learning	- Provide Campus Assistants to keep students safe at lunch and recess and provide for before and after school campus supervision. - School safety plans are updated annually in accordance with Ed Code. School teams work with stakeholders to identify resources and elements that are important to school safety and climate. - Annual Parent Rights Notification, Envision Consulting services. The Annual Parent Rights Notification is updated annually to reflect new district policy and Ed Code. Envision Consulting reviews the document to ensure that all updates to Ed Code are accurate.	$2,754,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Action Preparedness Training. School office staff and health care staff are provided CPR training annually. Training is voluntary.		
7	Restorative Practices	Oxnard School District has identified the need to reduce suspension and expulsions for unduplicated student groups. Professional development will be provided for staff Resources to support restorative practices across the district These opportunities will be provided using existing personnel and school time. Additionally, this will be monitored through the use of Panorama Survey.		Yes
8	Professional learning and wellness for staff	Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. They are also groups with higher rates of absenteeism and lack school connectedness. Consequently, staff require continuous development using strategies and tools to address student needs. Professional Growth for OSSA members which include nurses, counselors, Speech pathologist, program specialist, behaviorist and psychologists. Included in these days are wellness days for OSSA members.	$75,000.00	Yes
9	Tier III and Specialized Support	• Social emotional specialist through VCOE • Counselling services for IEPs • 1:1 behavioral aides	$3,775,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Special Education staff to assist with additional duties and assessments		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	This Broad Goal addresses State Priority three, Parent and Family Engagement. The Oxnard School District will continue to work to improve communication with parents, community and staff.

An explanation of why the LEA has developed this goal.

This goal was developed because the Oxnard School District believes that students will do better academically and socially when schools build positive relationships with families. Parent involvement is crucial, regardless of income or background, it is critical for the district to have a comprehensive and well-planned partnership between school and home. To do this, a comprehensive communication system must be implemented, this comprehensive communication includes two-way communication that flows between and among the school, the families and the community. This goal includes establishing a more effective way to disseminate information and gather feedback from all stakeholders. The Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Parent and Family Engagement, State Priority 3.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Panorama Survey All, including UPP	Staff 228 Responses 70% responded favorably CA Dashboard Families 1398 Responses 85% Favorable Responses				Staff 750 Responses 85% Favorable Responses CA Dashboard Families 3500 Responses 90 % Favorable Responses

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To build parent capacity, empowerment and advocacy that impacts student academic and social-emotional development through ongoing collaboration with different parent and Community Groups: District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, School Site Councils, Mixteco Steering Committee and Mixteco parent group. Actions listed above will lead to increased student performance on state and local assessments by educating, engaging and involving parents in the continued development of the district's strategic plan and the student profile.	$139,500.00	Yes
2	Ensure and enhance our communication with families through the use of a variety a platforms	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. IN order to improve this condition, the district will maintain effective communication with parents via website, email, text, and phone calls. This action includes professional development for Principals, Assistant Principals and Office staff for updating the school website and utilizing ParentConnect to send email, text, phone calls, and digital newsletter to families. Blackboard and Blackboard Professional Development	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will contract or hire a person as a webmaster to support the update of the Oxnard School District Web page and School sites. This person will need to know the technical and content side of the information and will establish protocols to create consistency among all OSD pages and sites.	$150,000.00	Yes
4	Equitable access for participation	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will purchase Zoom to improve communication, offer webinars, support instruction. This action will also facilitate access for families that are unable to come to school sites or leave work for meeting.	$150,800.00	Yes
5	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	Build systems of communication to provide information to students, families, staff and administration. Videos will highlight projects and information about the student profile within the district and will be shared with the community. The district webpage will be updated to include accurate information to relevant departments. Blackboard, Facebook and Twitter will be for messaging to families. Communication will be shared in English and Spanish with Mixteco and ASL translation when needed.	$45,000.00	Yes
6	Ensure participation, involvement and support of our African	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement.	$526,229.00	Yes

Action #	Title	Description	Total Funds	Contributing
	American, Mixteco, English Learners parents in the different aspects of their children's education.	The district is committed to ensuring access to information and engagement for all families. This requires the district to provide information in many different languages. • Maintain two Mixteco Interpreters/translators to support native language interpretation and translation services • Contract for interpreting Services. This service is provided in order to ensure that all parents and community members have access to all of the district information necessary to fully engage as educational partners. • Translation Services for Parents. Provide equity and access to community by providing translation services. Translation services are provided by hiring district translators/interpreters. This includes 2 Mixteco interpreters, 5 Spanish translators • Parent Support Liaison. Maintain a Parent Support Liaison to increase family and community engagement at both school and district levels, establish effective communication between home and school, increase community support for schools and the district, and offer training opportunities for parents		
7	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.	Upgrade and maintain District Office Board room and recording studio/equipment to facilitate various communication modalities of board meetings including Zoom webinars, live cable broadcast, internet live stream, re-broadcasts and archiving in both English and Spanish	$260,000.00	No
8	District Enrollment Center	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. Providing access to information for unduplicated student groups is critical for future success. This action principally addresses these needs.	$605,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district Enrollment Center Manager plans, organizes, and directs the ongoing operations of the district's enrollment center including training and evaluating staff; analysis and reporting of enrollment; developing systems to support enrollment at all district school sites.		
9	Transition to High School- Parent workshops	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To assist parents in supporting their student's transition to high school the district provides student and parent workshops on Going to High School and Beyond. ORCs and Counselors will provide workshops to parents of students in Grades 5 and up to review what they need to think about before arriving to high school. This action would include preparing students and families with information and support around A-G opportunities and requirements in High School.	$45,000.00	Yes
10	Students Voice	Superintendent Fellows A student representative from each school site who collaborates with the superintendent about the student experience in Oxnard School District. Students are a conduit between the superintendent and other students from their schools. This group provides an opportunity for the student voice and choice to be shared with district leadership.	$28,000.00	Yes
11	Special Education Parent Supports	• Special Education Community Council. Monthly community council with selected committee • Parent Trainings for specific groups; Autism, ED, AAC.	$60,000.00	Yes

Goal Analysis [2021-22]

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	This Broad Goal Addresses all of the state priorities and district mission. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities. In addition this goal supports and contributes to all previous district goals by ensuring that the operations of the district are aligned to the district's strategic plan.

An explanation of why the LEA has developed this goal.

This broad goal was developed to support the districts mission and vision and all of the previous goals. There are many operational layers necessary to be able to provide all of the resources schools and students need that contribute to teaching and learning in the district. This goal addresses all of the state priorities and will be measured using the metrics identified in the previous 3 goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
See Metric / Indicators above for each of the district goals					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement a facilities program with the goal of improving student performance	This action was developed because there is a growing body of research that indicates that school facilities have a measurable impact on student achievement and connectedness. The spaces where our children spend the majority of their waking hours can impact student learning therefore, OSD is committed to maintaining 21st Century	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schools that are conducive for teaching and learning the skills necessary for success in the 21st Century.		
2	Central Office Administration	Board of Education Superintendent Communications	$1,755,086.00	No
3	Administrative Services	The Administrative Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration. These values are the foundation of the division mission which is to: • Collaborate with a growth mind-set • Guide Fiscal Policy • Report timely and accurately • Advocate sound business practices • Ensure all are valued and supported to achieve positive student outcomes and personal success Departments serving to support this mission include: • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office	$6,991,059.00	No

Action #	Title	Description	Total Funds	Contributing
4	Operational Services	Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility use by the community • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program • Purchasing and Warehouse – procurement of supplies, services and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools • Safety and Security – coordination of campus safety services and contracted law enforcement services, operation of 24/7 central monitoring station • Transportation – daily transportation	$14,752,501.00	No
5	Other Expenses	Health Contribution Retirement	$3,950,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Additional Instructional Time (All grade levels)		
		Expanded Summer & Winter Learning (including Alternative & Special Education)		
		Expanded After School Programs		
		School Site Support (to be planned through the SPSA)		
		Curriculum & Instruction Supports		
		Teacher Development Supports		
		Library Services (student books)		
		Health Services Support		
		Social-Emotional / Mental Health Supports		
		Classroom Ventilation Upgrades		
		Classroom Telecom Upgrades		
		Student Desk Replacements		

Goal Analysis [2021-22]

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.96%	$47,040,291

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 - Actions 1-32 are designed to work in tandem to improve the academic achievement of students in support of Goal 1 which is to improve academic performance at challenging levels. The district has achieved improvement in several areas on the 2019 California Dashboard, including English learners' literacy and math scores. In literacy this group increased by 11.2 points distance from met and 8.9 points in math. Additionally, foster youth increased by 19.1-point distance from met in math and 53 points in literacy. Our socio-economically disadvantaged students increased by 8.9 points in math and 11.6 points in literacy. Though growth has been made with these student groups, there is still much work to be done to improve first instruction across content areas. Only 50.4% of English Learners are making progress towards English Proficiency and according to the 2019 data, they were 66.6 points below standard met in Language Arts and 97.9 points below standard met in math. Foster Youth were 119.3 points away from standard met in math and 59.1 points in Language Arts. Students in the socioeconomically disadvantaged student group were 57.9 points below a standard met in Language Arts and 93.8 points in math. The current STAR benchmark data shows that on average less than 20% of students in these student groups are performing at grade level in Language Arts and less than 12% in math. In order to address this condition of our EL, SES and Foster Youth, we will focus on improving our academic program starting with Tier 1 instruction and supporting specialized programs for Tier II and III interventions. These actions are being provided on an LEA-wide basis and we expect that all of our student groups will increase by at least 10 points on distance from met in both Language Arts and math. The percent of English Learners demonstrating English Proficiency will increase by a minimum of 5% a year. Below is a detail of each of the actions.

1.1 - 3 Professional Learning Days - The Oxnard School District through collection of data identified that first instruction needed to be improved and we believe that professional learning will increase access to effective first teaching for low income, English learner, and foster

youth students. These PD days will include Culturally Responsive teaching practices, literacy, mathematics, social and emotional practices and PBIS.

1.2 Student Literacy Interventions - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that based on state and local assessments, these student groups had identified learning gaps that require intensive intervention supports. The effectiveness of this action is measured by local data in the form of district diagnostic assessments and statewide assessment data. Staff reviews student data regularly and based on data results interventions are planned. Given this process and focus of interventions we have seen growth with all student groups mentioned above.

1.3 Development in Literacy - Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards effectively meeting the needs of unduplicated students.
- This action is designed to build the collective capacity to improve first instruction in literacy through continued funding of subject-expert leaders, teacher supports through collaboration , and professional development
- Implement 1st -8th Grade interim assessments.
- Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum and grade level standards
- The additional professional development increases the effectiveness of teaching state standards.
- All professional development includes components designed to improve teaching of English language learners.
- Professional Development focused on Balanced Literacy provided by consultants to help teacher leaders.
- Teachers and site administrators will be provided the guidance and support to design and implement effective lessons that yield high-impact literacy instruction for all students.
- Lexia Core 5 and Power Up Subscriptions 3 Year License Subscription will support students' literacy development in combination with first instruction.

1.4 Continued Expansion of District Dual Language Programs - English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Language Immersion Programs remove barriers while providing access to the core curriculum in the primary language.
- An expansion of a well-established English learner program
- The program increases English literacy while maintaining the primary language
- The expectation is that students are prepared to receive the pathway to the Seal of Biliteracy Award.

1.5 Development in Mathematics - This action is designed to build the collective capacity to improve mathematics instruction through continued funding of subject-expert staff leaders, teacher supports through collaboration, and professional development. Districtwide, Foster youth, English Learners and students in poverty are among the lowest performing student groups in mathematics. These student groups need access to culturally relevant first instruction that incorporates a comprehensive instructional cycle. This includes assessment, standards-based instruction, professional development and a well-designed MTSS process. Through this goal the above-mentioned student groups will be monitored and provided additional support.

In addition to first instruction, the district will provide students support with a Tier II math intervention program that will be targeted for students who are performing below grade level as part of the districts RtI process.

1.6 Expansion of Learning Opportunities -Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. Expanded Learning Opportunities for out of school time are an effective way to supplement students' instructional program rather than supplant. This action will provide unduplicated students more time in school, with adults providing academic support. Additional space in the afterschool program to expand academic, enrichment and SEL support for students will be provided. English Learners, Foster Youth and students experiencing poverty will be prioritized in the enrollment process to ensure access. Students who attend these programs have higher achievement, attendance, and student engagement rates. This action will provide an opportunity to more students than are currently served. This funding will shorten the waiting list at each school site and add space in the program for Kindergarten.

1.7 Student Technology - Experience has shown that low-income students do not have reliable access to technology; and to fully prepare students for college and career it is critical to include consistent use of technology in the classroom. In order to do this, the district must maintain a district level department to support the 1:1 device program implemented in all Pre-school-8th grade classrooms. The Technology Services Technicians provide educational technology support to students, staff, and families at all 21 school sites in support of the District's 1:1 Device Program.

1.8 Further Develop Early Childhood Education - Research has shown that starting school at an early age assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Currently the Oxnard School District has 8 pre-school general education programs to support the community.

In order to maximize the effectiveness of these programs, the District Pre-school teachers utilize a pre-school curriculum and assessment that supports Early Childhood Standards.

1.9 Implementation of State Standards - The District's professional learning is anchored in the California English Language Arts (ELA)/English Language Development (ELD) and Mathematics Frameworks and targets the implementation of integrated and designated ELD instruction.

Oxnard School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards meeting the needs of English learners and low-income students.

1.10 Data Management System - Oxnard School District's unduplicated population are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards meeting the needs of unduplicated students. This action allows for the continuous monitoring of student achievement to inform instructional practices:
- The district will continue to use Ellevation for reclassifications, monitoring and tracking interventions for English language learners, and training for teachers and administrators.

- The district will purchase and maintain a student data management system (such as Illuminate) to manage assessment data to create disaggregated reports in order to accurately monitor student progress in inform instructional actions, including intervention and enrichment.
- The district will provide professional development to district and site administrators and teachers on use of SDMS.

1.11 Expansion of District GATE program - Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs.
- Universal screening at the end of Second grade for all students
- Professional learning focused on strategies for accelerated learners and culturally responsive teaching
- Summer professional institute for AP teachers in Dual Language Programs

Additionally, for unduplicated students it is important to provide access to classes that prepare them for college opportunities. The District will accomplish this by supporting AVID classes at all middle schools and AVID Excel for English Learners.

1.12 Expanded Summer Learning - Unduplicated students benefit from additional time school with a variety of learning opportunities. OSD is planning a robust Summer School program. The Summer Writing, Science and Math Camp is a full day program and is offered to students in Grades K-8. The program is run with the support and planning of credentialed teachers to run an enrichment based academic program in the morning with the afternoons operated in partnership with our Afterschool program. The program will operate for one month of the summer. Transportation will be provided district wide to ensure access for all students.
These actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments

1.13 Special Education Services - Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Special Education Department serves grades Pre-School through 8th many who are part of the unduplicated student group.

1.14 Equity and Access - All Middle Schools provide a broad course of study for students by ensuring that all unduplicated student groups have access to electives, core classes and intervention by adding an intervention period at the end of the day.
Each comprehensive middle school will have 3 additional periods per grade level in order to provide intervention support for students. The teachers teaching these periods will work closely with each English language arts and math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery.

Additional supports include:
- Schools offer students a variety of electives including, but not limited to music teachers, art elective teachers.
- Professional Development on Universal Design for Learning will be provided to staff to ensure students have access to grade level rigorous standards.
- Coaching for Equity Professional Learning for TOSAs in line with the district's mission and vision, all teachers on special assignments will develop their knowledge of equitable practices and how to transfer such knowledge to their day-to-day practice.

- District-wide Equity and Family and Community Engagement Task Force composed by representatives from all schools that will center around issues of equity, social justice, culturally responsive teaching and culturally responsive family and community engagement practices.

1.15 Recruitment and Retention of Human capital - The Oxnard School District beliefs that it will accomplish the district mission "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities" by
- Recruiting and retaining exceptional people
- Establishing strategic Work: Recruitment, Selection, Retention and Operations
- Maintaining labor relations with three associations.

As mentioned above, in order to increase the achievement of unduplicated student groups, first instruction must be culturally relevant and rigorous and in order to provide such instruction is imperative that high quality teachers be recruited and supported.

1.16 Instructional Supports - As mentioned above, unduplicated student groups' literacy scores are lower than the scores of all students. In order to improve scores, the district will implement District-wide Assessments and Reading Programs (Renaissance: Star/AR/MyON). To measure student growth the district will use the Renaissance Star 360 Program district wide as an assessment tool to identify students for intervention placement and leveled instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Administration occurs at least 3 times a year. Use of the Accelerated Reader Program will support reading comprehension and fluency. Use of the MyON program will support reading comprehension through access on 1:1 devices at home, with or without internet access.

Additionally, for students needing additional support, the district will use Tutorific to provide tutoring services for students that struggle with educational continuity and academic growth due to the impermanence of their housing, English Language skills and impact of poverty. Tutoring will improve English Language skills, including reading, phonics, vocabulary, conversational English, and Math.

1.17 Support of School Libraries - School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning. In order to improve access for unduplicated student groups, the district will:
- Hire Library Technicians at elementary schools.
- Provide access to diverse titles for students including titles in multiple languages.
- Provide access to technology through the library for students who may not have access to technology at home
- Provide E-books and E-readers that allow students to listen to books, this will support readers for whom English is not the primary language spoken at home

As a result, unduplicated students will have the resources to improve scores on state and local assessments.

1.18 Support of Local and State Assessments - Based on the data above, the need for instruction and professional development to be aligned to State testing is critical to improve the outcomes of English Learners, Foster Youth, and socioeconomically disadvantaged students. By providing a coherent testing system that supports schools' implementation, English Learners, Foster Youth, and

socioeconomically disadvantaged students' outcomes will improve.

1.19 Professional Learning - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that staff development and professional learning was a vital part of improving first instruction. In order to address these conditions, the district will offer a variety of training opportunities. These trainings will include District Administrators, teachers, and staff the opportunity to attend the yearly CABE and other conferences conference which focuses on the most current research and best practices to meet the needs of second language learners. Best practices will be shared with teachers and administrators through meetings, collaboration opportunities, model lessons, and support with lesson design and delivery. These opportunities are being offered district wide and will lead to the desired academic growth of unduplicated student groups.

1.20 Developing Human Capital - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that many of the new teachers hired into the district are not fully prepared to provide the differentiation of instruction necessary to meet the needs of these student groups. In order to address this condition, the district implements a new teacher training and ongoing yearly support. this action provides necessary information and resources to teachers who are new to the district to support them in instruction and as employees. Additionally, specialized training is provided to Special Education teachers. The Orientation is coordinated between Educational Services and Human Resources and is provided before the start of the school year and throughout the year through curriculum council.

1.21 Maintain District Management System - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that parental involvement in student learning is a critical component for student success. Unduplicated student groups and families have less access to technology platforms to support their learning. In order to address this condition, the district adopted Canvas. Canvas provides avenues to support UDL and collaboration of students and staff. This goal supports the district's student profile by providing a platform that creates 21st Century ready students. This action is provided district-wide, we expect that all students and parents will benefit and consequently improve academic outcomes as indicated above.

1.22 English Language Development Support -After assessing the conditions, needs and circumstances of English Learners we learned that English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. In order to support their academic growth, the following are necessary:
- Implementation of English Learner curriculum and resources
- Newcomer Academies, to maintain Newcomer teachers and paraeducators, provide professional development and teacher collaboration related to the program and to purchase support materials and/or technology as well as other resources to support student acquisition and development of English and math skills.
- Interventions opportunities supporting Long Term English Learners

These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.

1.23 Additional Teachers Above Staffing Ratio - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that based on state and local assessments, these student groups require additional individualized support. In order to address this condition, the district is providing additional staff to school sites to allow for differentiation. This staff will

include teachers and support staff. These actions are being provided LEA wide to support these student groups. Participation in intervention opportunities will be targeted for these student groups. We hope this will lead to improved academic achievement of EL, Foster Youth and Socioeconomically disadvantaged students.

1.24 School Site Allocations- After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that schools must provide additional support targeted for these student groups. In order to address this condition:
- Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth
- Each school is required to evaluate LCAP data points as related to low income, English learner, and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students
- Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students
- Each School Site Plan (School Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students
- Products and services provided specifically for unduplicated students through the site plans include:
o Supplemental materials and technology
o Academic interventions and supports
o Supplemental counseling and psychological services
o Staff for attendance support
o Parent involvement support
o Bilingual office staff
These actions are being provided district-wide, the annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics. Each site has specific deficits as measured by this variety of metrics.

1.25 Maintain 24:1 TK-3rd Grade - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that these student groups require more differentiated instruction than all students. In order to address this condition, class sizes in the district will continue to be maintained at a 24 to 1 ratio. These actions are being provided LEA-wide and we expect that this will allow teachers to provide instruction targeted towards these student groups which will result in academic growth as indicated above.

1.26 Additional Services for Students at Risk of Being Expelled - After assessing the conditions, needs and circumstances of Low-income students, and Foster Youth we learned that Foster Youth suspension rates in 2019 were 14%, Low-income students were 3.4% , as compared to all students at 3.2%. In order to address this condition, the district implements the following programs for students at risk of expulsion:

The three comprehensive middle schools will maintain Opportunity classes for grades 6-8.
- Students in 6th – 8th grade with significant behavioral issues are provided in-depth academic and social-emotional support.
- Cross disciplinary professionals work together to address chronic absenteeism

- Maintain individual counseling program to reduce peer conflict and emotional outbursts
- Anger management
- Grief counseling
- Close monitoring of grades and academic interventions

As a result, low income and Foster Youth students will improve attendance, decrease suspension rates and chronic absenteeism
1.27 After School Tutoring - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that these student groups require additional time in learning than all students. In order to address this condition, this action:
- Provides extended learning opportunities through teacher and tutor supports principally directed to low-income students in elementary and middle schools to increase academic achievement
- Provides after school tutoring programs to impact student achievement, especially for at-risk students

The benefits of an afterschool tutoring program include increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006)
This action will provide personalized learning identified for low income, English Learners and Foster Youth students. These efforts will lead to increased student performance on state and local assessments.

1.30 - Tier 3 and Special Education Intervention - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth receiving special education services, we learned that these student groups require more time on tasks. To address these conditions the following evidenced based programs will be implemented:
- Reading Intervention Supplemental Curriculum Reading Horizons
- ST math Intervention for Sped
- Teacher Leader trainings for implementation of professional development across subject
- Placement for high need and at-risk identified student in special education
- Unique – Moderate Secere Curriculum
- Instructional and behavioral support

1.31 - Cultural Proficiency and Focus on Equitable Practices - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that culturally responsive practices needed to be implemented district wide. To address this condition, the district will build teacher capacity in cultural proficiency and effective school-family engagement by providing professional development opportunities, such as webinars, workshops, literature review/book study, and/or summer P.D. This action is principally directed towards preparing staff to better meet the needs of unduplicated student groups.

1.32 - Developing Educational Leaders -After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. To address the needs of students, school leaders are responsible for establishing equitable practices in our schools to ensure high leverage instructional practices are being used. For a school leader to be successful in their role, they need to lead the way in driving teaching and learning outcomes. This involves setting

expectations about the school's learning practices and ensuring the organization's values and behaviors focus on improving student success. School leaders require the professional development in the following areas:

- Developing instructional equity for student success
- Data driven decision making
- Creating school cultures through equity lens
- Universal Design for Learning practices
- Implementation of MTSS

This action is principally directed towards meeting the needs of unduplicated student groups.

Goal 2 - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that Approximately 91% of the students enrolled are considered socio-economically disadvantaged, many of these students are impacted by trauma and poverty. In order for our students to be prepared and able to learn, the district must ensure that students have the necessary resources to be successful. To better serve our students and community and to ensure that every student has equitable access, district resources will be used to support the social emotional needs of students, the wrap around services necessary for both students and their families so that achievement gaps can be addressed. Though this goal has always been important, the impact of COVID-19 has been life changing for many families and in particular for families living in poverty. More than ever there is an urgency to address the social emotional needs of all students and in particular students experiencing homelessness, foster youth, English Learners and students receiving special education services. A particular area of concern for these services are Foster Youth students. On the 2019 California Dashboard, Foster Youth students had an absenteeism rate of 12.9% compared to 7.7% for all students. Foster Youth students had a suspension rate of 14% compared to 3.2% for all students. Actions 2.1- 2.9 work in tandem to provide this additional support for all unduplicated students. We believe that together these actions will improve the absenteeism and suspension rates of Foster Youth primarily.

2.1 Child Nutrition - Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment, as well as having some of the lowest attendance rates. When students are in school it is important that they have all conditions necessary to help them learn. Knowing the importance of this OSD provides healthy breakfast, lunch, snack, and supper meals to students to enhance their ability to learn. Supplement the Child Nutrition programs with contributions from the General Fund as necessary. This action is principally directed towards meeting the needs of unduplicated student groups.

2.2 Improve opportunities for student connectedness - After assessing the conditions, needs and circumstances of Foster Youth we learned that transportation for students who are in foster placements so that they can remain at their home school is a critical component of their education.

Additionally, offering expanded opportunities for students to participate in club and sports programs after school at all K-8 schools allow for connectedness. In order for these student groups to have access the district provide a late bus for the K-8 and middle schools to support student access to additional teacher support, clubs, and sports.

2.3 Improve student attendance - Some low income students, students experiencing homelessness and foster youth exhibit irregular attendance which affects academic performance. In order to assist with absenteeism outreach and truancy prevention with full-time Attendance Technicians at all schools. As well as provide Thrive (SARB/ Truancy Reduction) program through the County of Ventura. The

County of Ventura provides support to the district SARB team on a monthly basis. An Assistant District Attorney meets with the SARB team to review truancy cases and provide support to families to reduce absences. We believe this will improve attendance for unduplicated students.

2.4 Social and Emotional Supports -Oxnard District's School low-income student populations are some of the lowest performing student groups on state and local assessment. To address this condition, the district will implement a Multi-tiered System of Support (MTSS). MTSS is a systemic, continuous-. improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, designed to support their specific needs.

2.5 Health and Welfare for students - Some low-income students, students experiencing homelessness and foster youth lack resources and often miss school due to health and welfare factors. This action principally supports these groups of students and provides resources to address health and welfare needs. This action supports the following:
- Supplemental Health Care Technician/LVN services
- Contracted staffing services to ensure that health offices are staffed at each school site.
- Provide Health Assistants and/or Health Care Technicians (LVNs) at each school site with oversight from district nurses ensuring student safety and health across the district.
- Palmer Drug and Alcohol Prevention. PDAP provides individual and group substance abuse counseling sessions for students based on requests from school staff. Sessions focus on awareness of personal strengths, importance of health choices, the dangers of drug and alcohol use and social skills for seeking positive peers.
- Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter medi-cal billing reports which are sent to Practi-Cal for review. Costs are recovered through this program.
- Social Emotional Services Specialist (SESS) through VCOE contract. Social emotional service specialists provide support to students who require intensive counseling due to social- emotional/behavior issues. SESS providers work with students one-one at the school
- Hearing Conservation screening services. Hearing Conservation provides comprehensive hearing screening for students who need more intensive hearing evaluation.

2.6 Create a safe environment conducive to learning - - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth, we learned that many students have experienced trauma and consequently families are seeking safety in school settings. In order to meet this need, the district:
- Provides Campus Assistants to keep students safe at lunch and recess and provide for before and after school campus supervision.
- ensures School safety plans are updated annually in accordance with Ed Code. School teams work with stakeholders to identify resources and elements that are important to school safety and climate.
- Reviews Annual Parent Rights Notification, Envision Consulting services. The Annual Parent Rights Notification is updated annually to reflect new district policy and Ed Code. Envision Consulting reviews the document to ensure that all updates to Ed Code are accurate.
- Provides Action Preparedness Training. School office staff and health care staff are provided CPR training annually.

2.7 Restorative Practices - Oxnard School District has identified the need to reduce suspension and expulsions for unduplicated student groups. Professional development will be provided for staff to address the unique needs of unduplicated student groups. Resources to support restorative practices across the district will be provided. These opportunities will be provided using existing personnel and school time. Additionally, this will be monitored through the use of Panorama Survey.

2.8 Professional Learning and wellness of staff - Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. They are also groups with higher rates of absenteeism and lack school connectedness. Consequently, staff require continuous development using strategies and tools to address student needs. Professional Growth for OSSA members which include nurses, counselors, Speech pathologist, program specialist, behaviorist and psychologists.

2.9 Tier III Specialized social and emotional supports - After assessing the needs and circumstances of Foster Youth, English Learner, and socioeconomically disadvantaged students we found that students require additional social and emotional support. In order to address this need, the district will provide:
- Social emotional specialist through VCOE
- Counselling services for IEPs
- 1:1 behavioral aides
- Special Education staff to assist with additional duties and assessments

Goal 3 - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that historically families of unduplicated student groups tend to be more disengaged from school-home partnerships. The Oxnard School District believes that students will do better academically and socially when schools build positive relationships with families. Parent involvement is crucial, regardless of income or background, and therefore it is critical for the district to have a comprehensive and well-planned partnership between school and home. To do this, a comprehensive communication system must be implemented, this comprehensive communication includes two-way communication that flows between and among the school, the families, and the community. This goal includes establishing a more effective way to disseminate information and gather feedback from all stakeholders.

Actions 3.1- 3.6, 3.8 -3.11 work in tandem to strengthen communication and family engagement district-wide with a focus on traditionally under-represented student groups. We believe as a result of these actions, unduplicated student groups will improve on state and local assessment and have greater opportunities to enter an A-G program in high school.

3.1 Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework- Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To build parent capacity, empowerment and advocacy that impacts student academic and social-emotional development through ongoing collaboration with different parent and community groups: District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, School Site Councils, Mixteco Steering Committee and Mixteco parent group.

Actions listed above will lead to increased student performance on state and local assessments by educating, engaging, and involving parents in the continued development of the district's strategic plan and the student profile.

3.2 Ensure and enhance our communication with families through the use of a variety a platform - Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve this condition, the district will maintain effective communication with parents via website, email, text, and phone calls. This action includes professional development for Principals, Assistant Principals and Office staff for updating the school website and utilizing ParentConnect to send email, text, phone calls, and digital newsletter to families.

3.3 Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members - Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will contract or hire a person as a webmaster to support the update of the Oxnard School District Web page and School sites. This person will need to know the technical and content side of the information and will establish protocols to create consistency among all OSD pages and sites.

3.4 Equitable access for participation - Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will purchase Zoom to improve communication, offer webinars, support instruction. This action will also facilitate access for families that are unable to come to school sites or leave work for meeting.

3.5 Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families - Build systems of communication to provide information to students, families, staff and administration. Videos will highlight projects and information about the student profile within the district and will be shared with the community. The district webpage will be updated to include accurate information to relevant departments. Blackboard, Facebook and Twitter will be for messaging to families. Communication will be shared in English and Spanish with Mixteco and ASL translation when needed.

3.6 Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education - Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. The district is committed to ensuring access to information and engagement for all families. This requires the district to provide information in many different languages.
- Maintain two Mixteco Interpreters/translators to support native language interpretation and translation services
- Contract for interpreting Services. This service is provided in order to ensure that all parents and community members have access to all of the district information necessary to fully engage as educational partners.
- Translation Services for Parents. Provide equity and access to community by providing translation services. Translation services are provided by hiring district translators/interpreters. This includes 2 Mixteco interpreters, 5 Spanish translators

- Parent Support Liaison. Maintain a Parent Support Liaison to increase family and community engagement at both school and district levels, establish effective communication between home and school, increase community support for schools and the district, and offer training opportunities for parents

3.8 District Enrolment Center - Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. Providing access to information for unduplicated student groups is critical for future success. This action principally addresses these needs.
The district Enrollment Center Manager plans, organizes, and directs the ongoing operations of the district's enrollment center including training and evaluating staff; analysis and reporting of enrollment; developing systems to support enrollment at all district school sites. Additionally, the family liaison is housed at the enrollment center and is the first point of contact for families of unduplicated student groups who need support connecting with local organizations. This support includes basic needs such as housing, food and clothing.

3.9 Transition to High School Parent/Student Workshops - Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To assist parents in supporting their student's transition to high school the district provides student and parent workshops on Going to High School and Beyond. ORCs and Counselors will provide workshops to parents of students in Grades 5 and up to review what they need to think about before arriving to high school. This action would include preparing students and families with information and support around A-G opportunities and requirements in High School.

3.10 Student voice: Superintendent Fellows - A student representative from each school site who collaborates with the superintendent about the student experience in Oxnard School District. Students are a conduit between the superintendent and other students from their schools. This group provides an opportunity for the student voice and choice to be shared with district leadership.

3.11 Special Education Parent Supports - Special Education Community Council. Monthly community council with selected committee to address and meet the needs of families as they learn to navigate the special education system. These meetings are provided in English and Spanish and include unduplicated student groups.

Goal 4 - Implement a facilities program with the goal of improving student performance - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that there is a growing body of research that indicates that school facilities have a measurable impact on student achievement and connectedness. The spaces where our children spend the majority of their waking hours can impact student learning therefore, OSD is committed to maintaining 21st Century schools that are conducive for teaching and learning the skills necessary for success in the 21st Century.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Oxnard Schools District's unduplicated students make up 91% of student enrollment and consequently are at the forefront of all decisions made as a district. These groups are some of the lowest performing student groups on state and local assessments, and also

demonstrate some of the lowest levels of parent engagement therefore this LCAP was written with all actions principally directed to supporting these students. As a result of all stakeholder meetings and student achievement data, it was determined that students would greatly need more time engaged with learning, more smaller group differentiation of instruction and greater social and emotional supports. In order to best meet the needs of English Learners, low income students, foster youth and students experiencing homelessness, it is critical that staff are provided high quality training to develop skills necessary to ensure culturally responsive teaching strategies are embedded throughout all content and all grades. According to John Hattie, the teacher is the greatest variance that can make a difference in student achievement. Given the great body of research in the area and in order to meet the needs and accelerate the learning of unduplicated student groups, this LCAP focuses heavily on professional learning, and on developing and retaining human capital. Additionally, students benefit most when parents and families are a significant part of the learning journey, therefore this LCAP also has a strong focus on parent and family engagement, opportunities for parents to develop as advocates for their children, and partners in the learning process.

In order to support further the academic success for English learners, foster youth and low income students, LCFF supplemental and concentration grant funds were distributed to sites and a portion left at the central office. The way funds were distributed to sites was based on enrollment of unduplicated count. These targeted funds will be used to support school based interventions for these student groups, this includes Literacy intervention teachers, tutoring, counselors, outreach specialist and other support staff. In addition to Tier I instructional programs previously identified, these funds will provide extensive Tier II and Tier III Academic and Social and Emotional support for students. This includes the implementation of a comprehensive MTSS plan to ensure all students with identified gaps in learning are supported both academically and with wrap around social services.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$169,031,969.00	$17,933,432.00		$14,681,264.00	$201,646,665.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$161,640,666.00	$40,005,999.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	3 professional learning days		$2,700,000.00			$2,700,000.00
1	2	English Learners Foster Youth Low Income	Student Literacy Interventions	$100,000.00	$2,616,800.00			$2,716,800.00
1	3	English Learners Foster Youth Low Income	Development in Literacy	$418,183.00	$200,000.00		$119,343.00	$737,526.00
1	4	English Learners Foster Youth Low Income	Continue expansion and refinement of District Dual Language Programs	$418,080.00			$168,206.00	$586,286.00
1	5	English Learners Foster Youth Low Income	Development in Mathematics	$540,110.00			$279,891.00	$820,001.00
1	6	English Learners Foster Youth Low Income	Expansion of Learning Opportunities		$650,000.00			$650,000.00
1	7	English Learners Foster Youth Low Income	Student Technology Access and Annual Refresh	$7,843,426.00				$7,843,426.00
1	8	English Learners Foster Youth Low Income	Further Develop Early Childhood Education	$83,573.00	$644,212.00		$386,272.00	$1,114,057.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Implementation of State Standards	$439,940.00			$1,271,622.00	$1,711,562.00
1	10	English Learners Foster Youth Low Income	Data Management Systems to Support Implementation of District standards	$267,478.00			$78,600.00	$346,078.00
1	11	English Learners Foster Youth Low Income	Expansion of District GATE program and Specialized Programs	$37,589.00	$214,999.00		$497,335.00	$749,923.00
1	12	English Learners Foster Youth Low Income	Expanded Summer Learning		$1,500,305.00			$1,500,305.00
1	13	English Learners Foster Youth Low Income	Special Education	$6,347,077.00	$2,300,000.00		$400,000.00	$9,047,077.00
1	14	English Learners Foster Youth Low Income	Equity and Access	$41,859.00			$226,414.00	$268,273.00
1	15	English Learners Foster Youth Low Income	Recruitment, Selection and Retention of Human Capital	$1,082,163.00			$200,000.00	$1,282,163.00
1	16	English Learners Foster Youth Low Income	Instructional Resources and Supports	$1,054,500.00			$50,000.00	$1,104,500.00
1	17	English Learners Foster Youth Low Income	Support of School Libraries				$956,685.00	$956,685.00
1	18	English Learners Foster Youth Low Income	Implementation of State and Local Assessments	$389,453.00	$256,937.00		$20,250.00	$666,640.00
1	19	English Learners Foster Youth Low Income	Professional Learning to prepare staff for implementation of state standards	$140,500.00			$28,850.00	$169,350.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	20	English Learners Foster Youth Low Income	Developing Human Capital	$200,340.00			$20,029.00	$220,369.00
1	21	English Learners Foster Youth Low Income	Maintain District Learning Management System				$255,000.00	$255,000.00
1	22	English Learners	English Language Development Support		$151,580.00		$283,343.00	$434,923.00
1	23	English Learners Foster Youth Low Income	Additional Teachers Above Base Staffing		$4,000,000.00			$4,000,000.00
1	24	English Learners Foster Youth Low Income	School Site Allocations to be Prioritized by School Site Council	$3,129,409.00			$1,953,677.00	$5,083,086.00
1	25	English Learners Foster Youth Low Income	Maintain 24:1 TK- 3rd Grade Average					
1	26	English Learners Foster Youth Low Income	Maintain Additional Services for Students at Risk of being Expelled	$347,436.00	$87,071.00			$434,507.00
1	27	English Learners Foster Youth Low Income	After School Tutoring		$100,000.00			$100,000.00
1	28	English Learners Foster Youth Low Income	Instruction	$100,835,047.00			$2,728,960.00	$103,564,007.00
1	29	English Learners Foster Youth Low Income	Textbook Adoptions	$1,202,100.00	$780,000.00			$1,982,100.00
1	30	English Learners Foster Youth Low Income	Tier 3 and Special Education Interventions	$1,260,000.00	$180,000.00		$1,490,000.00	$2,930,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	31	English Learners Foster Youth Low Income	Supporting Cultural Proficiency and Focus on Equitable Practices				$55,692.00	$55,692.00
1	32	English Learners Foster Youth Low Income	Developing Educational Leaders	$198,000.00				$198,000.00
2	1	English Learners Foster Youth Low Income	Child Nutrition	$200,000.00				$200,000.00
2	2	English Learners Foster Youth Low Income	Improve opportunities for student connectedness	$161,000.00			$25,000.00	$186,000.00
2	3	English Learners Foster Youth Low Income	Student Attendance	$1,483,572.00			$12,500.00	$1,496,072.00
2	4	English Learners Foster Youth Low Income	Social and Emotional Supports	$4,443,305.00			$1,091,827.00	$5,535,132.00
2	5	English Learners Foster Youth Low Income	Health and Welfare of students	$634,865.00	$1,551,528.00		$126,200.00	$2,312,593.00
2	6	English Learners Foster Youth Low Income	Create a safe environment conducive to learning	$2,754,559.00				$2,754,559.00
2	7	English Learners Foster Youth Low Income	Restorative Practices					
2	8	English Learners Foster Youth Low Income	Professional learning and wellness for staff	$75,000.00				$75,000.00
2	9	English Learners Foster Youth Low Income	Tier III and Specialized Support	$2,775,000.00			$1,000,000.00	$3,775,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	$7,500.00			$132,000.00	$139,500.00
3	2	English Learners Foster Youth Low Income	Ensure and enhance our communication with families through the use of a variety a platforms				$125,000.00	$125,000.00
3	3	English Learners Foster Youth Low Income	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members				$150,000.00	$150,000.00
3	4	English Learners Foster Youth Low Income	Equitable access for participation				$150,800.00	$150,800.00
3	5	English Learners Foster Youth Low Income	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	$45,000.00				$45,000.00
3	6	English Learners Foster Youth Low Income	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	$433,461.00			$92,768.00	$526,229.00
3	7	All	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.				$260,000.00	$260,000.00
3	8	English Learners Foster Youth Low Income	District Enrollment Center	$605,798.00				$605,798.00
3	9	English Learners Foster Youth Low Income	Transition to High School- Parent workshops				$45,000.00	$45,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	10	English Learners Foster Youth Low Income	Students Voice	$28,000.00				$28,000.00
3	11	English Learners Foster Youth Low Income	Special Education Parent Supports	$60,000.00				$60,000.00
4	1	English Learners Foster Youth Low Income	Implement a facilities program with the goal of improving student performance	$1,500,000.00				$1,500,000.00
4	2	All	Central Office Administration	$1,755,086.00				$1,755,086.00
4	3	All	Administrative Services	$6,991,059.00				$6,991,059.00
4	4	All	Operational Services	$14,752,501.00				$14,752,501.00
4	5	All	Other Expenses	$3,950,000.00				$3,950,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$141,583,323.00	$173,938,019.00
LEA-wide Total:	$141,583,323.00	$173,938,019.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	3 professional learning days	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,700,000.00
1	2	Student Literacy Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$2,716,800.00
1	3	Development in Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	$418,183.00	$737,526.00
1	4	Continue expansion and refinement of District Dual Language Programs	LEA-wide	English Learners Foster Youth Low Income		$418,080.00	$586,286.00
1	5	Development in Mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$540,110.00	$820,001.00
1	6	Expansion of Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$650,000.00
1	7	Student Technology Access and Annual Refresh	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,843,426.00	$7,843,426.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Further Develop Early Childhood Education	LEA-wide	English Learners Foster Youth Low Income		$83,573.00	$1,114,057.00
1	9	Implementation of State Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$439,940.00	$1,711,562.00
1	10	Data Management Systems to Support Implementation of District standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,478.00	$346,078.00
1	11	Expansion of District GATE program and Specialized Programs	LEA-wide	English Learners Foster Youth Low Income		$37,589.00	$749,923.00
1	12	Expanded Summer Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,500,305.00
1	13	Special Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,347,077.00	$9,047,077.00
1	14	Equity and Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,859.00	$268,273.00
1	15	Recruitment, Selection and Retention of Human Capital	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,082,163.00	$1,282,163.00
1	16	Instructional Resources and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,054,500.00	$1,104,500.00
1	17	Support of School Libraries	LEA-wide	English Learners Foster Youth Low Income	All Schools		$956,685.00
1	18	Implementation of State and Local Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,453.00	$666,640.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	19	Professional Learning to prepare staff for implementation of state standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,500.00	$169,350.00
1	20	Developing Human Capital	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,340.00	$220,369.00
1	21	Maintain District Learning Management System	LEA-wide	English Learners Foster Youth Low Income	All Schools		$255,000.00
1	22	English Language Development Support	LEA-wide	English Learners	All Schools		$434,923.00
1	23	Additional Teachers Above Base Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,000,000.00
1	24	School Site Allocations to be Prioritized by School Site Council	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,129,409.00	$5,083,086.00
1	25	Maintain 24:1 TK- 3rd Grade Average	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	26	Maintain Additional Services for Students at Risk of being Expelled	LEA-wide	English Learners Foster Youth Low Income		$347,436.00	$434,507.00
1	27	After School Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00
1	28	Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,835,047.00	$103,564,007.00
1	29	Textbook Adoptions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,202,100.00	$1,982,100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	30	Tier 3 and Special Education Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,260,000.00	$2,930,000.00
1	31	Supporting Cultural Proficiency and Focus on Equitable Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools		$55,692.00
1	32	Developing Educational Leaders	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,000.00	$198,000.00
2	1	Child Nutrition	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
2	2	Improve opportunities for student connectedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,000.00	$186,000.00
2	3	Student Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,483,572.00	$1,496,072.00
2	4	Social and Emotional Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,443,305.00	$5,535,132.00
2	5	Health and Welfare of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$634,865.00	$2,312,593.00
2	6	Create a safe environment conducive to learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,754,559.00	$2,754,559.00
2	7	Restorative Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	8	Professional learning and wellness for staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	9	Tier III and Specialized Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,775,000.00	$3,775,000.00
3	1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	$139,500.00
3	2	Ensure and enhance our communication with families through the use of a variety a platforms	LEA-wide	English Learners Foster Youth Low Income	All Schools		$125,000.00
3	3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,000.00
3	4	Equitable access for participation	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,800.00
3	5	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	$45,000.00
3	6	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$433,461.00	$526,229.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	District Enrollment Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	$605,798.00	$605,798.00
3	9	Transition to High School- Parent workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools		$45,000.00
3	10	Students Voice	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,000.00	$28,000.00
3	11	Special Education Parent Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	$60,000.00
4	1	Implement a facilities program with the goal of improving student performance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	$1,500,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

- 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

- **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.