

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them

Founded in 1901 Oxnard Union High School District (OUHSD) serves the Ventura County cities of Oxnard, Camarillo and Port Hueneme as well as Naval Base Ventura County and the unincorporated areas of El Rio and Somis. 16,636 OUHSD students attend six comprehensive high schools, one career themed academy high school, one continuation high school, one alternative independent study school, and one middle college high school. District students represent the great diversity of the region with 76% of students Hispanic or Latino, 14% White, 4% Filipino, 2% Asian, and 2% African American. 67% of District students experience poverty (LI) and 59% of OUHSD students come from a second language background; 5% are initially fluent (IFEP), 15% are English Learners (EL), and 36% are Re-designated Fluent English Proficient (RFEP). OUHSD's vision of High Expectations and Powerful Futures for EVERY student supports the high school diploma as a minimum for ALL students and demands that college and career ready experiences happen for EVERY student prior to graduation.

LCAP Highlights

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

Using community input and feedback from staff, students, and parents OUHSD is developing and aligning the LCAP with the Single Plan for Student Achievement, and WASC action plans to focus in common on improving student outcomes.

Goal 1: Instruction - To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons. 9 Actions/Services (pp. 34 to 53) \$11.3M

Goal 2: College & Career Readiness - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation. 5 Actions/Services (pp. 54 to 67) **\$2.1M**

Goal 3: Positive Behavior, Intervention, and Support - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, intervention, and support programs. 5 Actions/Services (pp. 67 to 77) **\$11.7M**

Goal 4: Parent, Family, and Community Involvement - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will effectively involve parents, families, and community in programs and initiatives that provide support to students. 4 Actions/Services (pp. 77 to 85) **\$340K**

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The California School Dashboard for OUHSD shows a performance level of five out of five (blue) on English Learner Progress with all local indicators met. English Learner Progress in OUHSD improved with the number of students reclassified as Re-designated Fluent English Proficient (RFEP) increasing by 6.1%. Improving achievement for English Learners, particularly Long Term English Learners, remains a priority for the District. (Goal 1, Goal 2, Goal 3, & Goal 4) Graduation Rate for OUHSD shows a performance level of four out of five (green) improving 2.1% to 87.3%. Additionally, English Learners, Low Income students, Students with Disabilities, African American students, and Hispanic Students all showed improvement in graduation rate. Graduation Rate continues to be a focus for OUHSD with the high school diploma as a minimum and EVERY student participating in college and career ready experiences prior to graduation. (Goal 1 & Goal 2)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The California School Dashboard for OUHSD shows a performance level of two out of five (orange) on the Suspension Rate Indicator. There is a slight increase to the District Suspension rate of 0.6%. However, the primary area of concern are increases in Suspension rates for Foster Youth with a performance level of one out of five (red), Low Income students with a performance level of two out of five (orange), Hispanic students with a performance level of two out of five (orange), and Students with Disabilities with a performance level of one out of five (red). To better address this issue OUHSD is participating in Differentiated Assistance with the Ventura County Office of Education. While the plan is formalized to address both suspension rate and graduation rate for Foster Youth the Differentiated Assistance plan will also benefit other student sub-groups in OUHSD in regard to Suspension Rate and Graduation Rate. The DA Plan includes additional

training in Positive Behavior Intervention & Support (Goal 3) and formal development of a Multi-Tiered System of Support (MTSS) (Goal 3) that includes mental health services, wellness, health services, school safety programs and school resource officers, campus supervisors, and new custodial positions (Goal 3), and targeted academic intervention through class size reduction and content literacy (Goal 1). Each site will add a Site Intervention Specialist (Goal 3) who will work with their school site to systematically implement MTSS as well as provide targeted academic, social, and wellness interventions to students and assistance to families. The plan also provides for supporting updated graduation requirements that clearly identify the AB 216/AB 1802 minimum graduation requirements to assist Foster Youth in knowing that they have a realistic opportunity to graduate and more incentive to stay in school. OUHSD is also concerned, although there are no formal performance indicators on the CA Dashboard, about the initial 15.6% Chronic Absenteeism Rate and the initial rate of 30.2% of students deemed prepared in the College/Career Indicator. Actions and Services identified in Goal 1 (Instruction), Goal 2 (College and Career Readiness), Goal Three (Positive Behavior Intervention and Support, and Goal 4 (Parent and community involvement) are important to address these areas of need.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

Graduation Rate indicators are positive for OUHSD and 12 of 13 significant subgroups show improvement. However, there is a significant gap between the all District students' graduation rate (87.3%) and the graduation rate for English Learners (75.3%). Also of concern are lower graduation rates for Students with Disabilities (73.4%) and Foster Youth (64.5%). There are also noted suspension rate gaps between all District students (6.1%), Students with Disabilities (13.3%) and Foster Youth (28.7%). OUHSD is participating in Differentiated Assistance with Ventura County Office of Education to address these performance gaps by first examining the progress and performance of Foster Youth in regard to Suspension Rate and Graduation Rate. Strategies being developed include actions and services like ongoing Positive Behavior Intervention and Support training as well as support for cultural proficiency training for District staff to close suspension rate gaps through building better relationships on campus wrapped around supported instructional goals. Recently updated the Graduation Requirements require a robust Multi-Tiered System of Support (MTSS) and new for 2018-2019 Site Intervention Specialists will be assigned to each campus to provide connectivity to academic, socio-emotional and health/wellness interventions as supports for English Learners, Students with Disabilities and Foster Youth to meet the updated graduation to provide connectivity to academic, socio-emotional and health/wellness interventions as supports for English Learners, Students with Disabilities and Foster Youth to meet the updated graduation

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based on feedback from students, staff, parents, and community, student achievement data, as well as research on effective practices the four goals and twenty five (25) actions and services in the 2018-2019 OUHSD LCAP are designed to increase and improve services for EL, LI, and FY youth. Increased and/or improved services include, but are not limited to: Instructional Lesson Study; Professional Development to better support EL students; technology devices and technology based lessons; post-secondary partnerships with college, universities, and business partners; Intentional college readiness: PSAT and SAT during the school day and Seniors completing 2 and/or 4 year college applications and FAFSA/DREAM Financial Aid applications; Fully implemented Multi-Tiered Systems of Support (MTSS) supported by Student Intervention Specialists, Nurses, Health specialists, wellness programs, behavior health referrals, family counseling referrals; Safe School plans supported by School Resource Officers, Campus Supervisors, and additional Custodians; the CALSAFE program for pregnant and parenting teens; as well as Improved parent communication and opportunities for parent engagement. Additionally, LCFF Sup/Con dollars are assigned to school sites in allocations based on the unduplicated pupil percentage (UPP). These site allocations will increase and improve specific site services that align to the Goals/Actions/Services in the District LCAP

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 213,731,510

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 25,575,471

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

LCFF base grant (general fund) expenditures not included in the LCAP are the District's basic program. This includes school administrators, certificated staff, classified staff, para-educators, and support staff who are critical to the daily operation of the District and who support the goals, actions, and services included in the LCAP as they are delivered specifically to EL, LI, and FY youth. Additional expenditures include Special Education contribution (\$5.8M); Solar Project payment (\$1.2M); School Site Budgets (\$1.8M); Utilities (\$2.2M), as well as general school facilities maintenance that includes but is not limited to: Routine Restricted Maintenance Costs (\$4.5M);

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 171,874,774

Annual Update

LCAP Year Reviewed: 2017–2018

Goal 1

Instruction

To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2, 3

Annual Measureable Outcomes

Expected	Actual
<i>English Learner Progress Indicator</i> Increase Re-Designated Fluent English Proficient (RFEP) percentage from: 13% to 15%	18% of District students Re-Designated Fluent English Proficient
<i>English Learner Progress Indicator</i> Increase percent of students Advanced and Early Advanced - CELDT/ELPAC Advanced = 10% to 12% Early Advanced = 33% to 35%	In the transition from CELDT to ELPAC this data is not available and will be revised in the 2019-2020 annual update
<i>Graduation Rate Indicator</i> Increase percent of students graduating from 85% to 86%	District graduation rate increased by 2.3% to 87.3%
<i>Graduation Rate Indicator</i> Increase percent of EL students graduating from 68% to 70%	EL graduation rate increased by 7.3% to 75.3%

Expected

Actual

<p><i>Graduation Rate Indicator</i> Increase percent of LI students graduating from 81% to 83%</p>	<p>LI graduation rate increased by 4.9% to 85.9%</p>
<p><i>Graduation Rate Indicator</i> Increase percent of FY students graduating from 52% to 55%</p>	<p>FY graduation rate increased 12.5% to 64.9%</p>
<p><i>College & Career Indicator CAASPP English Language Arts/EAP</i> Increase percent of ALL students scoring Standard Exceeded from 19% to 21%</p>	<p>ALL Standard exceeded declined from 19% to 18%</p>
<p><i>College & Career Indicator CAASPP English Language Arts/EAP</i> Increase percent of ALL students scoring Standard Met from 33% to 36%</p>	<p>All Standard met declined from 33% to 29%</p>
<p><i>College & Career Indicator CAASPP English Language Arts/EAP</i> Increase percent of EL students scoring Standard Exceeded & Standard Met Exceeded = from 0% to 5% Met = from 6% to 8%</p>	<p>EL Exceeded improved from 0% to 1% EL Met improved from 6% to 8%</p>
<p><i>College & Career Indicator CAASPP English Language Arts/EAP</i> Increase percent of LI students scoring Standard Exceeded & Standard Met Exceeded = from 13% to 15% Met = from 32% to 35%</p>	<p>LI Exceeded No change from 13% to 13% LI Met declined from 32% to 27%</p>
<p><i>College & Career Indicator CAASPP English Language Arts/EAP</i> Increase percent of FY students scoring Standard Exceeded & Standard Met Exceeded = from 0% to 5% Met = from 18% to 20%</p>	<p>FY Exceeded improved from 0% to 5% FY Met improved from 18% to 29%</p>
<p><i>College & Career Indicator CAASPP English Language Arts/EAP</i> Increase percent of students Above Standard on ELA Claims in Reading ALL = from 21% to 23% EL = from 1% to 5% LI = from 7% to 10%</p>	<p>All Above Standard improved from 21% to 23% EL Above Standard improved from 1% to 2% LI Above Standard improved from 16% to 18%</p>

Expected

Actual

College & Career Indicator CAASPP English Language Arts/EAP
 Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Writing
 ALL = from 29% to 32%
 EL = from 2% to 5%
 LI = from 22% to 25%

All Above Standard declined from 29% to 27%
 EL Above Standard no change from 2% to 2%
 LI Above Standard declined from 22% to 21%

College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Listening
 ALL = from 16% to 20%
 EL = from 1% to 5%
 LI = from 12% to 15%

All Above Standard no change from 16% to 16%
 EL Above Standard improved from 1% to 2%
 LI Above Standard no change from 12% to 12%

College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Research
 ALL = from 32% to 35%
 EL = from 4% to 7%
 LI = from 26% to 30%

All Above Standard declined from 32% to 28%
 EL Above Standard declined from 4% to 3%
 LI Above Standard declined from 26% to 30%

College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Exceeded from 7% to 10%

All Standard exceeded improved from 7% to 8%

College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Met from 17% to 20%

All Standard met declined from 17% to 16%

College & Career Indicator CAASPP Mathematics/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met
 Exceeded = from 0% to 5%
 Met = from 2% to 5%

EL Exceeded no change from 0% to 0%
 EL Met improved from 2% to 3%

College & Career Indicator CAASPP Mathematics/EAP
 Increase percent of LI students scoring Standard Exceeded & Standard Met
 Exceeded = from 3% to 5%
 Met = from 13% to 15%

LI Exceeded improved from 3% to 5%
 LI Met no change from 13% to 13%

Expected

Actual

College & Career Indicator CAASPP Mathematics/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met
 Exceeded = from 0% to 5%
 Met = from 0% to 5%

FY Exceeded no change from 0% to 0%
 FY Met no change from 0% to 0%

College & Career Indicator CAASPP Mathematics/EAP Increase percent of students scoring Above Standard on Mathematics Claims in Concepts/Procedures
 ALL = 14% to 17%
 EL = 1% to 5%
 LI = 5% to 8%

All Above Standard improved from 14% to 15%
 EL Above Standard improved from 1% to 2%
 LI Above Standard improved from 5% to 11%

College & Career Indicator CAASPP Mathematics/EAP
 Increase percent of ALL students scoring Above Standard on Mathematics Claims in Problem Solving/Data Analysis
 ALL = from 11% to 14%
 EL = from 0% to 5%
 LI = from 6% to 8%

All Above Standard no change from 11% to 11%
 EL Above Standard improved from 0% to 1%
 LI Above Standard improved from 6% to 7%

College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Communicating Reasoning
 ALL = from 10% to 13%
 EL = from 1% to 5%
 LI = from 5% to 8%

All Above Standard no change from 10% to 10%
 EL Above Standard no change from 1% to 1%
 LI Above Standard improved from 5% to 7%

Local Indicator – Implementation of Academic Standards - Dropout Rate
 Decrease percent of students identified as 'dropouts' from 8.4% to 8.0%

Dropout rate decreased from 8.4% to 8.3%

Local Indicator – Implementation of Academic Standards - State Seal of Bi-literacy
 Increase number of students earning their high school diploma with the State Seal of Bi-literacy from 394 to 414

Students earning the State Seal of Bi-Literacy declined from 394 to 383

Expected

Actual

Local Indicator – Implementation of Academic Standards -

Academic Performance Index = n/a

the State of California no longer calculates an Academic Performance Index (API)

Actions / Services

Action 1-1-1-0

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Instructional planning and professional learning that supports the High School Diploma as a minimum and provides college and career readiness for ALL students, through the development and implementation of instructional goals, and instructional strategies at each school site

Professional Development was conducted to support the revision or authoring of 91 district courses to meet UC/CSU a-g requirements and to train teachers in updated California subject area content standards (ELD, NGSS, Math, Social Science, ELA)

\$35,250 S/C
Sup/Con
PD, Extra Time;
Certificated
Salaries/Benefits

\$173,658 Sup/Con

Action 1-2-1-0

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Instructional planning and professional learning related to flexible scheduling that supports increased participation in and access to college and career ready coursework and related co-curricular experiences for ALL students

FHS and RCHS adopted the Trimester Bell Schedule; All other sites continued to have Bell Schedule meetings to study differentiated bell schedules

\$35,250 S/C
Sup/Con
PD, Extra Time;
Certificated
Salaries/Benefits

\$0
Used other sources of funds outside Sup/Con

Action 1-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional Lesson Study that supports the collaborative development of equitable, rigorous, accessible, and engaging lessons for ALL students on a daily basis. Including support for common planning, peer to peer observation, and reviews of student work designed to inform subsequent lesson development.</p>	<p>Professional Development was conducted training administrators and teacher leaders in lesson study. Some department job alike teams and new teachers conducted collaborative lesson study processes during the school year.</p>	<p>\$35,250 S/C; \$100,000 EE LCFF Sup/Con; Educator Effectiveness PD, Extra Time; Certificated Salaries/Benefits</p>	<p>\$1,929 Sup/Con</p>

Action 1-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional planning and professional learning designed to support English Learners, particularly Long Term English Learners, with literacy strategies, interventions, coursework, and collaboration through a site based English Learner Response Team (ELRT) that creates access to Re-designation as Fluent English Proficient (RFEP), UC a-g course completion, and career pathway completion</p>	<p>Site teams participated in English Learner Response Training with VCOE; Training was conducted to transition from CELDT to ELPAC in support of the Re-Designation of English Learners. CABE and other conferences specific to English Learners were attended by site and district staff.</p>	<p>\$35,250 Sup/Con; \$100,000 Ed Effect Sup/Con; Educator Effectiveness Teacher PD, Extra Time at sites Certificated Salaries/Benefits</p>	<p>\$56,310 Sup/Con \$1,023,884 Ed. Effect</p>

Action 1-5-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional planning and professional learning designed to support ALL students' access to project based learning opportunities including the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts</p>	<p>CTE teachers were provided professional development to improve and enhance the project based learning opportunities in their classrooms and the connectivity of their projects to English, Math, Science, and Social Science.</p>	<p>\$35,250 S/C; \$100,000 CTEIG Sup/Con; CTE Incentive Grant PD, Extra Time Certificated Salaries/Benefits</p>	<p>\$0 Used other sources of funds outside Sup/Con & CTEIG</p>

Action 1-6-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Standards aligned instructional materials and technology that support equitable, rigorous, accessible, and engaging lessons for ALL students</p>	<p>Supplemental materials, educational technology subscriptions, were provided to support classroom learning. Classroom based student devices, one to one devices at some sites, as well as classroom projection, and listening/speaking technology were also provided.</p>	<p>\$893,092,092 S/C; \$700,000 Lottery; \$1,000,000 Base Sup/Con; Lottery; Base COWS, Tech Subscriptions, Textbooks, Supplementary Materials; Books and Supplies</p>	<p>\$718,538 Sup/Con \$1,521,814 Lottery UNR. \$2,723,173 Lottery IM</p>

Action 1-7-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional coaching with District level Learning Design Coaches working alongside site instructional coaches to build instructional capacity through site instructional leadership teams and site content leads</p>	<p>Learning Design coaches in ELA, ELD, Science, Social Science, and Math worked with District teachers to lead 'job alike' professional development to align instruction to the CA content standards. Also 91 courses were revised (39) or created (52) to meet student need and enhance opportunities for A-G completion. Site Instructional Coaches and Site Content Leads provide additional support to this ongoing work.</p>	<p>\$884,997 S/C; \$100,000 Ed Effect; \$145,000 T3 Sup/Con; Educator Effectiveness; Title 3 Site Coaches, Site Content Leads, District LDC's, Teacher PD Extra Time at sites; Certificated Salaries/Benefits</p>	<p>\$599,051 Sup/Con \$260,929 Title I SWP \$41,802 Ed. Effect.</p>

Action 1-8-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Educational Technology coaching with District Level Educational Technology staff supporting site Tech Coaches in the use of Educational Technology as a component of an equitable, rigorous, accessible, and engaging instructional program for ALL students.</p>	<p>Gamified Professional Development was provided to teachers and administrators to become 'google certified' A week long tech boot camp was held along with several follow ups to promote technology infused instruction. Site Tech Coaches and District Ed Tech staff led the professional development.</p>	<p>\$201,822 S/C; \$100,000 Ed Effect Sup/Con; Site Tech Coach Stipends District Ed Tech LDC; Certificated Salaries/Benefits tor Effectiveness</p>	<p>\$184,686 Sup/Con \$308,568 Ed. Effect</p>

Action 1-9-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All District Teachers will be appropriately assigned and credentialed.	Of 713 Total Credentialed Teachers, 8 are not 'fully credentialed', 44 Teachers earned permanent status by completing two years of successful teaching and completing teacher induction	\$175,000 T2 Title 2 Teacher Induction Program; Teacher Mentors; Certificated Salaries/Benefits; Services & Other Operating	\$4,150 Title II Part A

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Successes for 2017-2018 include the implementation of site Instructional Leadership Teams (ILT) that include site content leads, the site instructional coach, department chairs, and administration. The ILT works together to examine site data, including CAASPP interim assessments, on track to graduate percentages, and D/F rates in support of increasing graduation rates through the development of rigor in site classrooms through planning, inquiry, and active engagement by students in lessons. Additional successes include 91 new and revised courses, professional development in ELA, ELD, Math, Social Science, and NGSS California content standards, and more than 300 teachers participating in gamified professional development to become google educator certified to develop lessons that infuse technology and require students to think critically and problem solve in the context of the content.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Data, including the one-year 30.2% prepared on the CA Dashboard College Career indicator, as well as data from CAASPP ELA (slight decline in all students standard exceeded and standard met), CAASPP Mathematics (slight increase in all students standard exceeded; slight decline in all students standard met) and district claim data demonstrate significant ongoing need for the work in goal one to continue providing support for improving instruction and ongoing Staff Development in the District's greatest areas of need: English Learner progress, ELA, Mathematics, and College Career Readiness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action/Service 1110 the scope of work (91 new or revised courses and adding NGSS professional learning) increased the expenditure from 35,000 to 170,000 dollars. In Action/Service 1210,1310, 1510 more work than anticipated was conducted on site collaboration and faculty meeting time. In Action/Service 1610 annual lottery monies for textbooks and other instructional materials were included in estimated actuals and not included in budgeted expenditures. In Action/Service 1710 less extra hourly PD then anticipated was provided. In Action/Service 1910 Teacher Induction was funded out of another budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no significant changes made to Goal 1. Most planned actions and services were developed and implemented. Based on achievement data and community, staff, and student input the OUHSD will continue to develop the actions and services in Goal 1 for 2018-2019 with a shift in focus in Action/Service 1510 from Problem Based Learning to the development of Open Educational Resources. Goal 1 actions and services will continue to use student data to frame the discussion of improving rigor, continuing instructional coaching to create lessons that require critical thinking and problem solving and to identify instructional strategies that make the goals achievable.

Goal 2

College and Career Readiness

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
<p><i>College & Career Indicator – UC A-G coursework completion rate</i> Increase percent of ALL students completing UC A-G coursework From 27.5% to 29%</p>	<p>All students A-G improved from 27.5% to 35%</p>
<p><i>College & Career Indicator – UC A-G coursework completion rate</i> Increase percent of student subgroups completing UC A-G coursework</p>	<p>EL students A-G declined from 3.6% to 3% LI students A-G improved from 22% to 28% FY students A-G improved from 0% to 8%</p>
<p><i>College & Career Indicator – Increase Advanced Placement enrollment percentage from 21% to 25%</i></p>	<p>All student AP enrollment increased from 21% to 24.7% of 16,636 students</p>
<p><i>College & Career Indicator - Increase Advanced Placement Exam Yield from 81% to 85%</i></p>	<p>Students taking at least one AP exam as a percentage of all students taking at least one AP course (yield) declined from 81% to 79% (3023/3835)</p>
<p><i>College & Career Indicator – Increase Advanced Placement Exam Pass Rate from 43.8% to 46%</i></p>	<p>All student AP exam pass rate improved from 43.8% to 44%</p>
<p><i>College & Career Indicator -</i></p> <p>Improve PSAT scores:</p> <p>Gr 11 Total from 889 (36%) to 38% Gr 11 ERW from 447 (39%) to 40% Gr 11 Math from 442 (35%) to 37% Gr 10 Total from 846 (34%) to 36% Gr 10 ERW from 424 (37%) to 39% Gr 10 Math from 422 (34%) to 36%</p>	<p>Gr 11 All Students Total Exam score declined from 889 to 882; 18% met both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score declined from 447 to 445; 41% met ERW benchmarks for college readiness Gr 11 All Students Math score declined from 442 to 437 20% met Math benchmarks for college readiness Gr 10 All students Total Exam score declined from 846 to 837 17% met both ERW and Math benchmarks for college readiness Gr 10 All students ERW score declined from 424 to 420 40% met ERW benchmarks for college readiness Gr 10 All students Math score declined from 422 to 417 19% met Math benchmarks for college readiness</p>

Expected

Actual

<p><i>College & Career Indicator</i> - Senior completion of 2 or 4-year college application; goal is 100% annually</p>	<p>67.63% of District Seniors (2559/3784) completed a two or four year college application</p>
<p><i>College & Career Indicator</i> – Senior completion of FAFSA is 100% annually</p>	<p>63.74% of District Seniors (2412/3784) completed a FAFSA</p>
<p><i>College & Career Indicator</i> – Increase OUHSD Career Academy participation rate from 14% to 18%</p>	<p>OUHSD Career Academy participation increased from 14% to 18% (3098/16636)</p>
<p><i>College & Career Indicator</i> - Increase CTE Pathway participation Intro/Participant (1y) from 25% to 28% Concentrator(2y) from 16% to 18% Capstone (3y) from 6% to 8%</p>	<p>Intro/Participant (1y) improved from 11% to 16% (2694/16636) Concentrator (2y) improved from 16% to 20% (3306/16636) Capstone (3y) improved from 6% to 13% (2198/16636)</p>
<p><i>Local Indicator – Implementation of Academic Standards</i> Decrease percentage of students earning D's & F's Establish Baseline</p>	<p>All students Baseline D/F rate for 2017-2018 (s1) is 20.2% All students Baseline D rate for 2017-2018 (s1) is 10.8% All students Baseline F rate for 2017-2018 (s1) is 9.4%</p> <p>EL (s1) Baseline D/F 34.3%; D's 16%; F's 18.2% LI (s1) Baseline D/F 23%; D's 12%; F's 11% FY (s1) Baseline D/F 39.7%; D's 13.9%; F's 25.9%</p>

Actions / Services

Action 2-1-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop and implement partnerships with colleges, universities, local businesses, and partner school districts that create access to post high school opportunities for ALL students.</p>	<p>The District engaged with two year and four year college partnerships. This included the Transcript Evaluation Service through UCSB to better identify UC eligibility; UCSB EAO counselors; CSUCI STEMpact; Oxnard College Robotics; College Visits, Financial Aid presentations, and parent information nights for high school parents and incoming freshman parents</p>	<p>\$32750 S/C; \$25,000 Ed Effect; \$70,000 T1; \$25,000 CRBG Sup/Con; Educator Effectiveness; Title 1; College Readiness Block Grant, STEMpact, UCSB Counselor, Articulation, Teacher/Staff PD, Extra Time at sites; Certificated Salaries & Benefits; Books & Supplies</p>	<p>\$362 Sup/Con \$7,218 Title 1 Part A \$37 Ed. Effect. \$11,179 CRBG</p>

Action 2-2-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Seniors will complete a 2 or 4 year college application as well as the Federal Application for Student Aid (FAFSA)</p>	<p>Each school site worked with Oxnard College and VCCCD to have seniors fill out two-year college applications during the school day. Four-year applications were supported by site counselors, AVID, UCSB EAO counselors, and other university presentations and partnerships. Each school site also hosted numerous events during the school day and after school to promote the FAFSA and DREAM act financial aid applications.</p>	<p>\$32,750 S/C; \$25,000 CRBG Sup/Con; College Readiness Block Grant Teacher PD, Extra Time at sites; Certificated Salaries & Benefits</p>	<p>\$6,586 Sup/Con \$191 Lottery UNR. \$14,174 CRBG</p>

Action 2-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide support and professional learning for the Advancement Via Individual Determination (AVID) Program at ACHS, CIHS, HHS, OHS, PHS, and RMHS</p>	<p>During 2017-2018 50 district teachers attended the AVID summer institute for training, bringing the number of AVID trained district teachers to 193. Across the district 1,717 students are enrolled the AVID elective which provides additional support for college and career readiness through tutoring, college visits, guest speakers, and specific study skills and habits.</p>	<p>\$172,132 S/C; \$50,000 CRBG Sup/Con; College Readiness Block Grant AVID fees, AVID Conference, site AVID Coordinator, AVID Trips; Teacher PD; Extra Time at Sites; Certificated Salaries & Benefits; Special Bus Trips; Materials & Supplies</p>	<p>\$242,420 Sup/Con</p>

Action 2-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide the PSAT 9 to ALL grade 9 students, the PSAT to ALL grade 10 and grade 11 students and the SAT to ALL grade 11 students, as well as a review of the results as a college readiness experience</p>	<p>All District students in Grade 9 took the October PSAT 9; All District students in Grade 10 and Grade 11 took the October PSAT; All District students in Grade 11 took the March (school day) SAT. Students were provided with results which were reviewed and linked to additional help through their college board account.</p>	<p>\$32,750 S/C; \$240,000 CRBG Sup/Con; College Readiness Block Grant PSAT9/PSAT/SAT; Services & Other Operating</p>	<p>\$7,773 Sup/Con \$1,457 Title I SWP \$107,455 CRBG</p>

Action 2-5-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide support and professional learning for the Advanced Placement & International Baccalaureate Programme</p>	<p>Professional development and training for AP teachers and IB teachers was provided. Students were given opportunities to attend Saturday AP Bootcamp prep sessions and other tutoring outside the school day. RMHS is developing the IB Middle Years Programme and Career Programme for implementation in 18-19</p>	<p>\$143,215 S/C; \$50,000 Ed Effect; \$200,000 CRBG Sup/Con; Educator Effectiveness; College Readiness Block Grant AP Fees; IB Fees; PD, Extra Time; Certificated Salary & Benefits; Textbooks & Materials; Services & Other Operating</p>	<p>\$166,467 Sup/Con \$23,720 Ed. Effect. \$210,693 CRBG</p>

Action 2-6-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a Counseling and Guidance program with improved access to services, including additional Counselors at each site as well as evening and weekend programming provided with translation into the appropriate home language.</p>	<p>The district provides 7 Categorical Program counselors above the site allocation for counselors to serve EL and FY students. All District counselors were provided with monthly professional development on topics that include, but are not limited to: a-g readiness, financial aid, transcript evaluation service, two and four year college applications, socio-emotional student needs, homeless and foster youth services. Counselors also provide outreach to incoming freshmen to prepare them for enrollment in high school and college ready futures.</p>	<p>\$137,504 S/C; \$630,000 T1 Sup/Con; Title 1 Additional Counselors, CP Counselors, Counselor PD, Extra Time at Sites; Certificated Salaries/Benefits</p>	<p>\$118,710 Sup/Con \$711,046 Title I Part A \$85,055 Title I SWP</p>

Action 2-7-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional planning and professional learning to support Linked Learning Career Academies and CTE Career Pathways that connect students through project based learning and work based learning experiences with high need/high wage career opportunities in Ventura County.</p>	<p>CTE programs in the district were aligned, both pathways and pathways within academies, to a local two-year college program, a four-year college program, and local high need/high wage careers. CTE teachers were provided professional development and training in their course and exposure to their industry sector through advisory boards and site visits. Students participated in work based learning experiences (field trips, job shadows, internships) and attended ROP courses both on campus and off campus through the VCOE Career Education Center.</p>	<p>\$1,900,000 CTEIG CTEIG Career Academies; Career Pathways; PD; Extra Time; Certificated Salaries & Benefits; Textbooks & Materials; Equipment; Services & Other Operating</p>	<p>\$1,401,964 CTEIG \$9,950 Ag. Voc. Ed.</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

To support college and career ready experiences the district had 12,000 students take the PSAT and more than 4000 take the SAT during the school day. Through partnerships with two and four-year colleges and universities the district used the UC transcript evaluation service to more accurately schedule students and to assist them in retaking courses to become A-G eligible. Seniors filled out two and four-year college applications during the school day and the FAFSA/DREAM act applications during the school day. District CTE pathways were aligned to a two-year local community college program and a four-year degree program, as well as a local high need high wage career. AVID, Advanced Placement, and International Baccalaureate, and CTE programs support the college and career readiness of District students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All District students improved A-G completion percentage by 8% to 35% and Low Income students improved A-G completion by 6% to 28%; Advanced Placement enrollment and pass rate increased. PSAT scores declined slightly overall. 67.63% of seniors completed two year and four year college applications with 63.7% completing the FAFSA/DREAM act financial aid application. CTE participation increased in academies as well as in the three-year pathway sequence of intro/participation courses (+5%), concentrator courses (+4%), and capstone coursework (+7%). With a one year College and Career prepared rate of 30% on the CA Dashboard, continuing work is essential to improve college and career readiness outcomes for EL students and Foster Youth as well as to continue to improve District-wide college and career prepared results for all district students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions/Services 2110 and 2210 were primarily grant funded by College and University partners for 2017-2018.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on current achievement data as well as community, staff, and student input OUHSD will continue to develop the actions and services in Goal 2 to promote intentional college and career readiness with the high school diploma as a minimum. 2018-2019 will again have a goal of 100% of seniors completing a two year or four college application, 100% of seniors completing FAFSA/DREAM Financial Aid applications, and continuing increases to CTE participation leading to post-secondary opportunities and high need high wage careers in Ventura County. Actions and Services in Goal 2 for 2018-2019 that receive additional funding include: Action/Service 2110 to support additional UCSB/EAO counselors, Action/Service 2510 to support the IB Middle Years Programme at RMHS, and Action/Service 2710 to support career readiness activities for students.

Goal 3

Positive Behavior, Intervention, and Support

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, intervention, and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities: 1, 2, 3, 5

Annual Measurable Outcomes

Expected	Actual
<p><i>Local Indicator – School Climate - Youthtruth Survey</i></p> <p>Increase student connectedness Establish Baseline Measure on Youthtruth Survey</p>	<p><u>Youthtruth survey</u> baseline student connectedness results: Positive student ratings of School Culture are 30% Positive student ratings of Relationships with Teachers are 37% Positive student ratings of Relationships with Peers are 42%</p>
<p><i>Local Indicator – School Climate – Youthtruth Survey</i></p> <p>Increase student participation in the survey from 68% to 80%</p>	<p>All student participation in the Youthtruth survey declined from 68% to 61% (10,219/16,636)</p>
<p><i>Local Indicator – School Climate – Youthtruth Survey</i></p> <p>Increase positive student responses to student connectedness measures College Readiness = from 25% to 30% Academic Rigor = from 26% to 31% Student Engagement = from 27% to 32%</p>	<p>Positive student ratings of college & career readiness in OUHSD increased from 25% to 32% Positive student ratings of academic rigor in OUHSD increased from 26% to 58% Positive student ratings of student engagement in OUHSD increased from 27% to 52%</p>
<p><i>Suspension Rate Indicator – Discipline Incidents</i></p> <p>Decrease incidents of student discipline from 11057 to 9951 (-10%)</p>	<p>Total Suspension incidents declined from 1200 to 998 Total student discipline incidents declined from 13457 to 8479</p>

Expected

Actual

<p><i>Suspension Rate Indicator – Expulsion Incidents</i> Decrease incidents of expulsion from 60 to 54 (-10%)</p>	<p>Total expulsion incidents declined from 60 to 48</p>
<p><i>Chronic Absenteeism Indicator - Attendance and Chronic Absenteeism Rate</i> Increase District Average Daily Attendance from 95.1% to 96.1% Decrease Chronic Absenteeism from 19.76% to 18.75%</p>	<p>Average Daily Attendance decreased from 95.1% to 94.39% All student chronic absenteeism decreased from 19.76% to 15.60%</p>

Actions / Services

Action 3-1-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.</p>	<p>All District sites participated in year two of a three-year PBIS Foundations Team Training program. Four (4) district trainings were held for site teams and each site had a PBIS coach release for one period and a PBIS team to support implementation of PBIS strategies at the school site. Sites tracked discipline data and began to draft common response strategies to typical classroom issues. Training was also provided on the PBIS classroom component of a well planned lesson with supports for each student to make the learning goal achievable as an essential component of a positive thriving classroom environment.</p>	<p>\$381,988 S/C Sup/Con Site Coaches, Teacher/Staff PD, PBIS Materials; Certificated Salary/Benefits; Classified Salary/Benefits; Books & Supplies; Services & Other Operating</p>	<p>\$337,979 Sup/Con</p>

Action 3-2-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Establish a Multi-Tiered System of Support (MTSS) to provide consistent academic, socio-emotional interventions, and health/wellness interventions for ALL students both inside and outside the school day.</p>	<p>While each site operated a variety of tutoring through afterschool and Saturday programs a true MTSS system is yet to be implemented.</p>	<p>\$360,000 S/C; \$100,000 Ed Effect; Sup/Con; Educator Effectiveness; Title 1 Tutoring, Social Work, Wellness, Extra Time; Certificated</p>	<p>\$4,405 Sup/Con \$17 Ed. Effect. \$99,750 TUPE</p>

Action 3-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide professional learning and student programming that support cultural proficiency, community/school pride, and tolerance of others.</p>	<p>Professional learning was provided on equity, bias, and cultural proficiency. The district engaged with the community to create a new Ethnic Studies graduation requirement. Student programming included a renewal of Black Student Unions and Young Black Scholar clubs at each District site and a district summit for African American students</p>	<p>\$38,750 S/C; \$15,000 T1 Sup/Con; Title 1 Teacher PD, Extra Time at sites, Student Trips; District CP conference; Certificated Salaries/Benefits; Classified Salaries/Benefits; books & supplies; services and Other Operating</p>	<p>\$17,925 Unrestricted \$11,321 Sup/Con \$857 Title 1 Part A \$479 Title I SWP \$29,998 TUPE</p>

Action 3-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide CALSAFE programming for pregnant and parenting teens	Daily CALSAFE programming for pregnant and parenting teens is provided at four district sites. Both moms and dads can bring their children, age 0 through 4 to on an campus daycare/pre-school and then attend high school for the rest of the day. Parenting classes and other social service referrals are also components of this program which runs in partnership with the VCOE special populations department	\$300,000 S/C \$400,000 Base Sup/Con; Base CALSAFE program for pregnant and parenting teens; Services & Other Operating	\$700,102 Sup/Con

Action 3-5-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide safe and well maintained facilities to support student achievement and student wellness	A facilities master plan was developed to identify the necessary repair and replacement needs for all district sites. Projects are prioritized with fire prevention and student safety projects receiving the first available funding.	\$8000 S/C; \$1,900,000 RRM Sup/Con; Routine Restricted Maintenance SARC reports; Routine Restricted Maintenance; Services & Other operating	\$7,934 Sup/Con \$13,114 Lottery UNR. \$5,113,342 RRM

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

PBIS training and implementation continues to be a strength in support of Goal 3. Site PBIS teams moved the implementation from hallways and common areas to the classroom through development of lesson protocols that include a clearly defined academic expectation and associated supports for students. The implementation of a true Multi-Tiered System of Support continues to be a struggle for the District. There is an evident need for the coordination of mental health and wellness interventions and methods to intervene academically earlier in each term and during the school day.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the implementation of PBIS as well as cultural proficiency training and events, better relationships are evident in the trend of suspension and expulsion incidents declining in the district. However, an area of ongoing concern are suspension rates of Foster Youth with a performance level of one out of five (red), Low Income students with a performance level of two out of five (orange), Hispanic students with a performance level of two out of five (orange), and Students with Disabilities with a performance level of one out of five (red).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 3210 was not effectively implemented and the allocated funding was not needed as a result. Additional RRM funds were expended in Action/Service 3510 during 2017-2018

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To address the suspension rates for Foster Youth, Students with Disabilities, and Hispanic students OUHSD is participating in Differentiated Assistance with the Ventura County Office of Education. The proposed outcome of the Differentiated Assistance plan is to formalize the district's MTSS plan to provide additional supports in Goal 3 for 2018-2019. Additional resources in Goal 3 include: Action/Service 3210 which adds site based Student Intervention Specialists, Health services, wellness programming, and targeted intervention during the school day, and Action/Service 3410 for CALSAFE services, and 3510 which includes a focus on school safety including comprehensive safe school plans, school resource officers, campus supervisors, and additional custodians.

Goal 4

Parent, Family, and Community Involvement

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will effectively involve parents, families, and community in programs and initiatives that provide support to students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: 1, 3

Annual Measurable Outcomes

Expected

Actual

Local Indicator – Parent Engagement – Youthtruth Parent Survey

Increase Youthtruth parent survey participation from 810 to 1663

Parent Youthtruth survey participation increased from 810 to 1324

Local Indicator – Parent Engagement – Youthtruth Parent Survey

Increase positive parent survey responses
Communication & Feedback = from 54% to 58%
Engaged & Empowered = from 56% to 60%
School Safety = from 62% to 66%

Positive parent ratings of receiving communication and feedback from their student's school in OUHSD declined from 54% to 45%
Positive parent ratings of being engaged in and empowered by their student's school in OUHSD is declined from 56% to 44%
Positive Parent ratings of the safety of their student's school in OUHSD is declined from 62% to 50%

Expected

Actual

<p><i>Local Indicator – Parent Engagement – Parent Participation</i></p> <p>Increase overall parent program participation All Events = 2500 Site Events = 367</p>	<p>Parent participation in District parent events increased from 2500 parents to 3829 parents</p> <p>Parent participation in Site parent events other than Back to School Night and Open House increased from 367 parents to 587 parents</p>
<p><i>Local Indicator – Parent Engagement – Parent Program attendance</i></p> <p>Increase active parent participation in ParentVUE Active ParentVUE = 6500</p>	<p>Active ParentVUE accounts increased from 6500 to 7521</p>

Actions / Services

Action 4-1-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide regular school/home information through communication and outreach in the appropriate home language and regular updates to ParentVUE.</p>	<p>School sites used Blackboard Connect to send phone calls home both in English and in Spanish. Parent Vue trainings were held at each site. The number of Parents able to access Parent Vue needs to be increased and additional trainings are needed</p>	<p>\$45,000 S/C Sup/Con Extra Time, Translation, Parent VUE Training; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating</p>	<p>\$10,123 Sup/Con</p>

Action 4-2-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a parent survey and create a comprehensive plan and identify staff to facilitate increased participation in the parent survey to allow for input and feedback into site and District goals, actions, and services.</p>	<p>Parent response rates to the online Youthtruth survey were 4% (1324) of potential parent respondents. Plans for continuing to increase parent survey responses and parent participation overall are necessary and ongoing.</p>	<p>\$34000 S/C Sup/Con Youthtruth.com survey; Extra Time; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating</p>	<p>\$0 Used other sources of funds outside Sup/Con</p>

Action 4-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide opportunities for and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: ParentVUE, high school graduation; academic, social, health, and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.</p>	<p>CIHS hosted the 12 week Parent Institute for Quality Education (PIQE). PHS hosted a monthly 'Café con el Director' to better inform parents con topics of their choice. Other school sites hosted at least one parent event outside of Back to School Night and Open House. The District continued to host the Parent Project designed to assist parents with some of the difficulties parents of teenagers face.</p>	<p>\$90,000 S/C Sup/Con Extra Time at Sites, Evening/Weekend Meetings; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating</p>	<p>\$668 Sup/Con \$6,471 Title I SWP</p>

Action 4-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness for ALL students.</p>	<p>A Parent Liaison is employed by the District to coordinate parent programming to provide speakers and to connect parents with resources both within and outside the schools in the District. The District Parent Liaison coordinated six (6) District-wide events and facilitated or co-facilitated District English Learner Advisory Committee (DELAC) meetings. The Parent Liaison also communicates school site council training opportunities and LCAP community meeting times and locations to parents and insures translation services are provided.</p>	<p>\$125,000 Title 1 Parent Liaison position; Classified Salaries & Benefits</p>	<p>\$1,374 Sup/Con \$128,071 Title I Part A \$6,278 Title I SWP</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services in Goal 4 were implemented and parents were offered a variety of programming and services. Relative to the number of parents in the District (some 25,000) the number of parents participating (xxxx in 2017-2018) leaves room for growth. Continued communication to parents in the appropriate home language and feedback from parents on topics of interest and times when parents are available is essential to improved parent participation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

On the 2018 Youthtruth survey, parents were less satisfied in 2017-2018 in the areas of communication and feedback from their student's school and feeling engaged and empowered in their student's school. To address these areas the District is investing in a new parent communication system designed to increase and improve parent and family involvement. Each school site will be trained and offer parent workshops on the new communication system. Parents also were less certain of the safety of their student's school in 2017-2018. Given recent national incidents this is not surprising. This survey result is a call to action for OUHSD to provide parents with the reassurance that school safety plans are in place, as are partnerships with local law enforcement and proposed for 2018-2019 are additional mental health support and health and wellness programming.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions/Services 4110, 4210, and 4310 were primarily supported by site principals budgets during 2017-2018

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Parents actively participating in District committees (DELAC, DPAC, LCAP, PTSA) provided suggestions to increase participation in parent programming and on how parents can provide input during site and district decision making processes. District and sites were advised to schedule program later in the evenings (after 6p) or on weekends to increase attendance. Parents also requested more direct contact with teachers and counselors during parent events. At parent recommendation a new parent communication program that allows two-way communication in the appropriate home language will be implemented in 2018-2019 through Action/Service 4110 to begin to address these issues. Evening programming will continue to be supported through Action/Service 4310 with a focus on the needs of parents specific to each school site and the need for parents to have direct contact with teachers and counselors.

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

District LCAP Advisory Committee meetings included parent/guardian representatives of the targeted student groups, students, community advocacy groups, site and District administrators, as well as Teacher and Counselor representatives. The District LCAP Advisory Committee reviewed the LCFF and Supplemental/Concentration funding model, progress to 17-18 LCAP goals and among other activities, analyzed student data including, but not limited to: D/F rates, A-G completion, suspension/expulsion data, and parent/student survey results.

District LCAP Advisory Committee meetings: 1/23/18; 3/20/18; 4/24/18; 5/22/18

No questions for the Superintendent requiring a written response were received during District LCAP Advisory Meetings

The Oxnard Federation of Teachers & School Employees (OFTSE) was included in the District LCAP Advisory Meetings

Site LCAP meetings included parents and community (with translation in the appropriate home language) staff, and students. These meetings reviewed the LCFF and Supplemental/Concentration funding model and discussed the impact of the 17-18 LCAP Goals/Actions/Services on English Learners, Low Income students, and Foster Youth attending the school site.

Additional annual update stakeholder meetings (2017-2018)

ACHS parents 3/8/18; ACHS ELAC 2/28/18; ACHS staff 2/27/18; ACHS students 3/8/18; CHS parents 2/20/18; CHS ELAC 2/20/18; CHS staff 2/20/18; CIHS parents 3/1/18; CIHS ELAC 3/13/18; CIHS staff 2/22/18; CIHS students 2/16/18; FHS parents 2/21/18; FHS staff 2/13/18; FHS students 2/14/18; HHS parents 2/8/18; HHS ELAC 2/8/18; HHS staff 2/22/18; HHS students 2/14/18; OHS parents 2/13/18; OHS ELAC 1/31/18; OHS staff 12/12/17; OHS students 2/27/18; PHS parents 2/5/18; PHS staff 2/13/18; PHS students 2/7/18; RCHS parents 2/21/18; RCHS staff 2/9/18; RCHS students 2/21/18; RMHS parents 3/13/18; RMHS ELAC 2/20/18; RMHS staff 4/16/18; RMHS students 3/20/18; *The Oxnard Federation of Teachers & School Employees was included in Site LCAP staff meetings.*

Additional Stakeholder meetings to discuss LCAP: District Parent Council 3/6/18; District English Learner Advisory Committee 2/7/18;

Public Hearing on LCAP 6/6/18 School Board Meeting

No questions for the Superintendent requiring a written response were received during Public Hearing

LCAP adoption 6/20/18 School Board Meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on input from the District LCAP Committee, site LCAP meetings, the parent/student/staff survey, and other District parent committees (District Parent Council; DELAC), as well as a review of CAASPP, A-G, Suspension/Expulsion, the CA Accountability Dashboard, and other academic data recommendations were made to continue the focus of the District on four goal areas: Instruction, College and Career Readiness, Positive Behavior Intervention and Support, and Parent and Community Involvement. These goals recommend improved services for EL, LI, FY, and SWD students. Stakeholders also recommended a continuing focus on improving and increasing parent involvement, particularly for parents in targeted student groups.

Parent, staff, student, and community input focused the District on the need to provide additional mental health, and student wellness supports during the school day. Additional input focused on school safety and the need for comprehensive safety plans and continuing to develop positive relationships through PBIS training.

Actions and Services in the 2018-2019 LCAP are provided additional funding, updated, and refined to provide additional support for the District's LCAP goals. These included the addition of the SAT for all grade 12 students (Goal 2). Much discussion and input was received on the necessity to provide systemic development of a Multi-Tiered System of Support with PBIS as a foundation. This input developed into a new district position, Student Intervention Specialists to drive MTSS at each site. Community, staff, and student input also noted the need for Health Services, Athletic Trainers, Credit Recovery, Program Specialists and Program Coordinators as well as a renewed focus on School Safety. Specific community input and a community survey validated the need for and positive presence of school resource officers and campus supervisors on district campuses (Goal 3). Instructional leadership teams with formalized teacher leadership roles and the ongoing development of lessons that require students to think critically and problem solve while working through the California Standards (Goal 1) remain a priority.

Goals, Actions, & Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Instruction

To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2, 3

Identified Need:

Student data from the California School Dashboard and other local indicators identifies that not all District students are achieving at college and career prepared levels and that achievement gaps exist between significant pupil subgroups in the District, including English Learners, Low Income students, and Foster Youth

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>English Learner Progress Indicator</i> Increase Re-Designated Fluent English Proficient (RFEP) percentage	13%	18%	19%	20%
<i>English Learner Progress Indicator</i> Increase percent of students Advanced and Early Advanced on CELDT/ELPAC	Advanced = 10% Early Advanced = 33%	Advanced = 12% Early Advanced = 35%	Advanced = 14% Early Advanced = 37%	Advanced = 16% Early Advanced = 40%
<i>Graduation Rate Indicator</i> Increase percent of students graduating	85%	87.3%	89%	90%
<i>Graduation Rate Indicator</i> Increase percent of EL students graduating	68%	85.9%	87%	89%
<i>Graduation Rate Indicator</i> Increase percent of LI students graduating	81%	83%	84%	85%
<i>Graduation Rate Indicator</i> Increase percent of FY students graduating	52%	64.9%	66%	68%
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of ALL students scoring Standard Exceeded	19%	18%	20%	22%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of ALL students scoring Standard Met	33%	36%	33%	33%
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met	Exceeded = 0% Met = 6%	Exceeded = 1% Met = 8%	Exceeded = 7% Met = 10%	Exceeded = 10% Met = 12%
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met	Exceeded = 13% Met = 32%	Exceeded = 13% Met = 27%	Exceeded = 15% Met = 35%	Exceeded = 17% Met = 38%
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met	Exceeded = 0% Met = 18%	Exceeded = 5% Met = 29%	Exceeded = 7% Met = 31%	Exceeded = 10% Met = 33%
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of students scoring Above Standard on English Language Arts Claims in Reading	ALL = 21% EL = 1% LI = 16%	ALL = 23% EL = 2% LI = 18%	ALL = 25% EL = 7% LI = 20%	ALL = 27% EL = 10% LI = 22%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Writing	ALL = 29% EL = 2% LI = 22%	ALL = 27% EL = 2% LI = 21%	ALL = 30% EL = 5% LI = 24%	ALL = 34% EL = 8% LI = 30%
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Listening	ALL = 16% EL = 1% LI = 12%	ALL = 16% EL = 2% LI = 12%	ALL = 22% EL = 7% LI = 15%	ALL = 24% EL = 10% LI = 20%
<i>College & Career Indicator</i> CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Research	ALL = 32% EL = 4% LI = 26%	ALL = 28% EL = 3% LI = 30%	ALL = 32% EL = 6% LI = 32%	ALL = 36% EL = 10% LI = 34%
<i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Exceeded	7%	8%	10%	12%
<i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Met	17%	16%	18%	22%
<i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met	Exceeded = 0% Met = 2%	Exceeded = 0% Met = 3%	Exceeded = 5% Met = 7%	Exceeded = 10% Met = 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College & Career Indicator CAASPP Mathematics/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met	Exceeded = 3% Met = 13%	Exceeded = 5% Met = 13%	Exceeded = 7% Met = 15%	Exceeded = 10% Met = 20%
<i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met	Exceeded = 0% Met = 0%	Exceeded = 0% Met = 0%	Exceeded = 5% Met = 5%	Exceeded = 10% Met = 10%
<i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of students scoring Above Standard on Mathematics Claims Concepts/Procedures	ALL = 14% EL = 1% LI = 5%	ALL = 15% EL = 2% LI = 11%	ALL = 20% EL = 7% LI = 13%	ALL = 24% EL = 10% LI = 15%
<i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Problem Solving/Data Analysis	ALL = 11% EL = 0% LI = 22%	ALL = 11% EL = 1% LI = 25%	ALL = 17% EL = 7% LI = 27%	ALL = 20% EL = 10% LI = 12%
<i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Communicating Reasoning	ALL = 10% EL = 1% LI = 5%	ALL = 10% EL = 1% LI = 7%	ALL = 14% EL = 5% LI = 10%	ALL = 20% EL = 10% LI = 12%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>Local Indicator – Implementation of Academic Standards</i> Dropout Rate</p> <p>Decrease percent of students identified as ‘dropouts’</p>	8.4%	8.3%	7.7%	7.4%
<p>Local Indicator – Implementation of Academic Standards - State Seal of Bi-literacy</p> <p>Increase number of students earning their high school diploma with the State Seal of Bi-literacy</p>	394	383	404	424
<p>Local Indicator – Implementation of Academic Standards – CAASPP Interim Assessments</p>	None established	No Baseline Established	Removing this Metric from the LCAP	Removing this Metric from the LCAP
<p>Local Indicator – Implementation of Academic Standards - Academic Performance Index</p>	N/A	N/A	N/A	N/A
<p>Local Indicator Implementation of Academic Standards – Middle School Drop Out Rate</p>	We are a High School District (9-12 only) we do not serve any middle schools	We are a High School District (9-12 only) we do not serve any middle schools	We are a High School District (9-12 only) we do not serve any middle schools	We are a High School District (9-12 only) we do not serve any middle schools

Planned Actions / Services

Action **1-1-1-0**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed toward EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional planning and professional learning that supports the High School Diploma as a minimum and provides college and career readiness for ALL students, through the development and implementation of instructional goals, and instructional strategies at each school site

2018-19 Actions/Services

Instructional planning and professional learning that supports the High School Diploma as a minimum and provides college and career readiness for ALL students, through the development and implementation of instructional goals, and instructional strategies at each school site aligned to the California Content Standards

2019-20 Actions/Services

Instructional planning and professional learning that supports the High School Diploma as a minimum and provides college and career readiness for ALL students, through the development and implementation of instructional goals, and instructional strategies at each school site aligned to the California Content Standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C	\$4,423,869 S/C	\$4,652,371 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits	1. Certificated Salaries = \$2,795,289 2. Classified Salaries = \$586,456 3. Benefits = \$768,897 4. Books & Supplies = \$30,584 5. Services & Operating = \$46,478 6. Indirect= \$196,165	1. Certificated Salaries = \$2,865,114 2. Classified Salaries = \$586,456 3. Benefits = \$847,577 4. Books & Supplies = \$48,705 5. Services & Operating = \$44,907 6. Indirect = \$259,612

Action 1-2-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

ACHS, CIHS, HHS, OHS, PHS, RMHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional planning and professional learning related to flexible scheduling that supports increased participation in and access to college and career ready

2018-19 Actions/Services

Instructional planning and professional learning related to flexible scheduling that supports increased participation in and access to college and career ready

2019-20 Actions/Services

Instructional planning and professional learning related to flexible scheduling that supports increased participation in and access to college and career ready

2017-18 Actions/Services

coursework and related co-curricular experiences for ALL students

2018-19 Actions/Services

coursework and related co-curricular experiences for ALL students

2019-20 Actions/Services

coursework and related co-curricular experiences for ALL students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C	\$5,232 S/C	\$6,454 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits	1. Certificated Salaries = \$4,167 2. Benefits = \$833 3. Indirect = \$232	1. Certificated Salaries = \$5,000 2. Benefits = \$1,094 3. Indirect = \$360

Action 1-3-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional Lesson Study that supports the collaborative development of equitable, rigorous, accessible, and engaging lessons for ALL students on a daily basis. Including support for common planning, peer to peer observation, and reviews of student work designed to inform subsequent lesson development.

2018-19 Actions/Services

Instructional Lesson Study that supports the collaborative development of equitable, rigorous, accessible, and engaging lessons. Including support for common planning, peer to peer observation, and review of student work designed to inform subsequent lesson development.

2019-20 Actions/Services

Instructional Lesson Study that supports the collaborative development of equitable, rigorous, accessible, and engaging lessons. Including support for common planning, peer to peer observation, and review of student work designed to inform subsequent lesson development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C; \$100,000 EE	\$27,483 S/C	\$27,981 S/C
Source	Sup/Con; Educator Effectiveness	Sup/Con	Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits	1. Certificated Salaries = \$21,884 2. Benefits = \$4,380 3. Indirect = \$1,219	1. Certificated Salaries = \$21,679 2. Benefits = \$4,741 3. Indirect = \$1,561

Action 1-4-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional planning and professional learning designed to support English Learners, particularly Long Term English Learners, with literacy strategies, interventions, coursework, and collaboration through a site based English Learner Response Team (ELRT) that creates access to Re-designation as Fluent English Proficient (RFEP), UC a-g course completion, and career pathway completion

2018-19 Actions/Services

Instructional planning and professional learning designed to support English Learners, particularly Long Term English Learners, with literacy strategies, interventions, coursework, and collaboration through a site based English Learner Response Team (ELRT) that creates access to Re-designation as Fluent English Proficient (RFEP), UC a-g course completion, and career pathway completion

2019-20 Actions/Services

Instructional planning and professional learning designed to support English Learners, particularly Long Term English Learners, with literacy strategies, interventions, coursework, and collaboration through a site based English Learner Response Team (ELRT) that creates access to Re-designation as Fluent English Proficient (RFEP), UC a-g course completion, and career pathway completion

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 Sup/Con; \$100,000 Ed Effect	\$185,961 Sup/Con	\$252,675 Sup/Con
Source	Sup/Con; Educator Effectiveness	Sup/Con	Sup/Con
Budget Reference	Teacher PD, Extra Time at sites Certificated Salaries/Benefits	1. Certificated Salaries = \$80,905 2. Classified Salaries = \$41,500 3. Benefits = \$27,792 4. Books & Supplies = \$14,500	1. Certificated Salaries = \$128,770 2. Classified Salaries = \$41,570 3. Benefits = \$40,927 4. Books & Supplies = \$14,453

Year	2017-18	2018-19	2019-20
		5. Services & Operating = \$13,018 6. Indirect = \$8,246	5. Services & Operating = \$12,855 6. Indirect = \$14,100

Action 1-5-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed toward EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional planning and professional learning designed to support ALL students' access to project based learning opportunities including the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts

2018-19 Actions/Services

Instructional planning and professional learning designed to support ALL students' access to open educational resources (OER) including the development of instructional units, lessons, flex books, and projects connected to real world topics, careers, and concepts requiring critical thinking and problems solving through the California content standards

2019-20 Actions/Services

Instructional planning and professional learning designed to support ALL students' access to open educational resources (OER) including the development of instructional units, lessons, flex books, and projects connected to real world topics, careers, and concepts requiring critical thinking and problems solving through the California content standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C; \$100,000 CTEIG	\$62,784 S/C;	\$98,619 S/C
Source	Sup/Con; CTE Incentive Grant	Sup/Con	Sup/Con
	PD, Extra Time Certificated Salaries/Benefits	1. Certificated Salaries = \$41,663 2. Benefits = \$8,337 3. Services & Operating = \$10,000 4. Indirect = \$2,784	1. Certificated Salaries = \$60,000 2. Benefits = \$13,116 3. Services & Operating = \$20,000 4. Indirect = \$5,503

Action 1-6-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Standards aligned instructional materials and technology that support equitable, rigorous, accessible, and engaging lessons for ALL students

2018-19 Actions/Services

Technology devices, services, and supplemental print and electronic materials including access to on-line and print resources through school libraries and Teacher Librarians that support equitable, rigorous, accessible, and engaging lessons for ALL students

2019-20 Actions/Services

Technology devices, services, and supplemental print and electronic materials including access to on-line and print resources through school libraries and Teacher Librarians that support equitable, rigorous, accessible, and engaging lessons for ALL students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$893,092 S/C; \$700,000 Lottery;	\$3,130,617 S/C	\$4,208,989 S/C

Year	2017-18	2018-19	2019-20
	\$1,000,000 Base		
Source	Sup/Con; Base; Lottery	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	COWS, Tech Subscriptions, Textbooks, Supplementary Materials; Books and Supplies	1. Certificated Salaries = \$660,841 2. Benefits = \$270,170 3. Books & Supplies = \$968,617 4. Services & Operating=\$1,092,170 5. Indirect = \$138,819	1. Certificated Salaries = \$660,841 2. Benefits = \$286,581 3. Books & Supplies = \$1,668,617 4. Services & Operating=\$1,358,080 5. Indirect = \$234,870

Action 1-7-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional coaching with District level Learning Design Coaches working alongside site instructional coaches to build instructional capacity through site instructional leadership teams and site content leads

2018-19 Actions/Services

Instructional coaching with District level Learning Design Coaches working with site instructional coaches to build instructional capacity and student efficacy through site instructional leadership teams, site literacy initiatives, and student projects requiring critical thinking and problem solving

2019-20 Actions/Services

Instructional coaching with District level Learning Design Coaches working with site instructional coaches to build instructional capacity and student efficacy through site instructional leadership teams, site literacy initiatives, and student projects requiring critical thinking and problem solving

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$884,997 S/C; \$100,000 Ed Effect; \$145,000 T3	\$844,324 S/C	\$857,368 S/C
Source	Sup/Con; Educator Effectiveness; Title 3	Sup/Con	Sup/Con
Budget Reference	Site Coaches, Site Content Leads, District LDC's, Teacher PD Extra Time at sites; Certificated Salaries/Benefits	1. Certificated Salaries = \$593,586 2. Classified Salaries = \$4,250 3. Benefits = \$209,049 4. Indirect = \$37,439	1. Certificated Salaries = \$592,543 2. Classified Salaries = \$4,275 3. Benefits = \$212,707 4. Indirect = \$47,843

Action 1-8-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Educational Technology coaching with District Level Educational Technology staff supporting site Tech Coaches in the use of Educational Technology as a component of an equitable, rigorous, accessible, and engaging instructional program for ALL students.

2018-19 Actions/Services

Professional development and training on educational technology with District Level Educational Technology staff and site Tech Coaches supporting the use educational technology as a component of an equitable, rigorous, accessible, and engaging lesson.

2019-20 Actions/Services

Professional development and training on educational technology with District Level Educational Technology staff and site Tech Coaches supporting the use educational technology as a component of an equitable, rigorous, accessible, and engaging lesson.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$201,822 S/C; \$100,000 Ed Effect	\$1,332,137 S/C	\$1,478,994 S/C
Source	Sup/Con; Educator Effectiveness	Sup/Con	Sup/Con
Budget Reference	Site Tech Coach Stipends District Ed Tech LDC; Certificated Salaries/Benefits	1. Certificated Salaries = \$439,342 2. Classified Salaries = \$344,788 3. Benefits = \$386,672 4. Services & Operating = \$102,265 5. Indirect = \$59,070	1. Certificated Salaries = \$439,147 2. Classified Salaries = \$344,788 3. Benefits = \$410,263 4. Services & Operating = \$202,265 5. Indirect = \$82,531

Action 1-9-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

All District Teachers will be appropriately assigned and credentialed.

2018-19 Actions/Services

All District Teachers will be appropriately assigned and credentialed. Additional FTE will be assigned to sites to provide targeted intervention through class size reduction/content literacy activities in Grade 9 math and ELD courses

2019-20 Actions/Services

All District Teachers will be appropriately assigned and credentialed. Additional FTE will be assigned to sites to provide targeted intervention through class size reduction/content literacy activities in Grade 9 math and ELD courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$175,000 T2	\$1,373,855 S/C \$150,000 T2	\$2,307,334 S/C \$160,000 T2
Source	Title 2	Sup/Con; Title 2	Sup Con/Title 2
Budget Reference	Teacher Induction Program; Teacher Mentors; Certificated Salaries/Benefits; Services & Other Operating	1. Certificated Salaries = \$921,320 2. Benefits = \$391,615 3. Indirect = \$60,920	1. Certificated Salaries = \$1,502,152 2. Benefits = \$676,428 3. Indirect = \$128,754

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

College and Career Readiness

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities: 1,2,3

Identified Need:

Student data from the California School Dashboard and other local indicators identifies that not all District students are achieving at college and career ready levels and that achievement gaps exist between significant pupil subgroups in the District, including English Learners, Low Income students, and Foster Youth

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>College & Career Indicator</i> UC A-G coursework completion rate Increase percent of ALL students completing UC A-G coursework	27.5%	29% Actual = 35%	38%	41%
<i>College & Career Indicator</i> UC A-G coursework subgroup completion rate	EL = 3.6% LI = 22% FY = 0%	EL = 5%; Actual = 3% LI = 24%; Actual = 28% FY = 2%; Actual = 8%	EL = 5% LI = 30% FY = 10%	EL = 6% LI = 33% FY = 12%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>College & Career Indicator</i> Increase Advanced Placement enrollment percentage	21%	25% Actual = 24.7%	28%	31%
<i>College & Career Indicator</i> Students taking at least one AP exam as a percentage of all students taking at least one AP course (yield)	81%	85% Actual = 79%	85%	88%
<i>College & Career Indicator</i> Increase Advanced Placement Exam Pass Rate	43.8%	46% Actual = 44%	48%	50%
<i>College & Career Indicator</i> Improve PSAT scores	Gr 11 Total 36% Gr 11 ELA 39% Gr 11 Math 35% Gr 10 Total 34% Gr 10 ELA 37% Gr 10 Math 34%	Gr 11 Total 38%; Actual = 18% Gr 11 ELA 40%; Actual = 41% Gr 11 Math 37%; Actual = 20% Gr 10 Total 36%; Actual = 17% Gr 10 ELA 39%; Actual = 40% Gr 10 Math 36%; Actual = 19%	Gr 11 All Students score 889; 20% meeting both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score 450; 44% meeting ERW benchmarks for college readiness Gr 11 All Students Math score 445 22% meeting Math benchmarks for college readiness Gr 10 All students score 845 20% meeting both ERW and Math benchmarks for college readiness Gr 10 All students ERW score 426 44% meeting ERW benchmarks for college readiness Gr 10 All students Math score 422 21% meeting Math benchmarks for college readiness	Gr 11 All Students score 894; 24% meeting both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score 460; 46% meeting ERW benchmarks for college readiness Gr 11 All Students Math score 450 24% meeting Math benchmarks for college readiness Gr 10 All students score 855 24% meeting both ERW and Math benchmarks for college readiness Gr 10 All students ERW score 432 48% meeting ERW benchmarks for college readiness Gr 10 All students Math score 426 24% meeting Math benchmarks for college readiness
<i>College & Career Indicator</i> Senior completion of 2 or 4 year college application	100%	100% Actual = 67.6%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>College & Career Indicator</i> Senior completion of FAFSA	100%	100% Actual = 63.7%	100%	100%
<i>College & Career Indicator</i> Increase OUHSD Career Academy participation rate	14%	18% Actual = 18%	20%	22%
<i>College & Career Indicator</i> Increase CTE Pathway participation	Intro (1y) 25% Concentrator(2y) 16% Capstone (3y) 6%	Intro/Participant (1y) = 28% (2694/16636); Actual = 16% Concentrator(2y) = 18% (3306/16636); Actual = 20% Capstone (3y) = 8% (2198/16636); Actual = 13%	Participant (1y) = 20% Concentrator(2y) = 24% Capstone (3y) = 16%	Participant (1y) = 24% Concentrator(2y) = 26% Capstone (3y) = 18%
<i>Local Indicator – Implementation of Academic Standards</i> Decrease percentage of students earning D's & F's	Establish Baseline	All students Baseline D/F for 2017-2018 (S1) is 20.2% All students Baseline D for 2017-2018 (S1) is 10.8% All students Baseline F for 2017-2018 (S1) is 9.4% <u>EL Baseline (s1)</u> D/F 34.3%; D's 16%; F's 18.2% <u>LI Baseline (s1)</u> D/F 23%; D's 12%; F's 11% <u>FY Baseline (s1)</u> D/F 39.7%; D's 13.9%; F's 25.9%	All students D/F (S1) 18% All students D (s1) 9% All students F (S1) is 9% <u>EL Baseline (s1)</u> D/F 30%; D's 14%; F's 16% <u>LI Baseline (s1)</u> D/F 20%; D's 10%; F's 10% <u>FY Baseline (s1)</u> D/F 36%; D's 14%; F's 22%	All students D/F (S1) 16% All students D (s1) 8% All students F (S1) is 8% <u>EL Baseline (s1)</u> D/F 28%; D's 13%; F's 15% <u>LI Baseline (s1)</u> D/F 18%; D's 9%; F's 9% <u>FY Baseline (s1)</u> D/F 33%; D's 12%; F's 21%

Planned Actions / Services

Action 2-1-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

UCSB @CIHS/RMHS/HHS/PHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Develop and implement partnerships with colleges, universities, local businesses, and partner school districts that create access to post high school opportunities for ALL students.

2018-19 Actions/Services

Develop and implement partnerships with colleges, universities, local businesses, and partner school districts that create access to post high school opportunities for ALL students.

2019-20 Actions/Services

Develop and implement partnerships with colleges, universities, local businesses, and partner school districts that create access to post high school opportunities for ALL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32750 S/C; \$25,000 Ed Effect; \$70,000 T1; \$25,000 CRBG	\$251,963 S/C \$25,000 CRBG	\$250,000 S/C
Source	Sup/Con; Educator Effectiveness; Title 1; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	STEMpact, UCSB Counselor, Articulation, Teacher/Staff PD, Extra Time at sites; Certificated Salaries & Benefits; Books & Supplies	1. Services & Operating = \$251,963	1. Services & Operating = \$250,000

Action 2-2-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Seniors will complete a 2 or 4-year college application as well as the Federal Application for Student Aid (FAFSA)

2018-19 Actions/Services

Seniors will complete a 2 and/or 4year college application as well as the Federal Application for Student Aid (FAFSA)

2019-20 Actions/Services

Seniors will complete a 2 or 4-year college application as well as the Federal Application for Student Aid (FAFSA)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,750 S/C; \$25,000 CRBG	\$70,947 S/C	\$124,763 S/C
Source	Sup/Con; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	Teacher PD, Extra Time at sites; Certificated Salaries & Benefits	1. Certificated Salaries = \$9,000 2. Benefits = \$1,801 3. Services & Operating = \$57,000 4. Indirect = \$3,146	1. Certificated Salaries = \$8,925 2. Benefits = \$1,950 3. Services & Operating = \$106,926 4. Indirect = \$6,962

Action 2-3-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed toward EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACHS, CIHS, HHS, OHS, PHS, RMHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide support and professional learning for the Advancement Via Individual Determination (AVID) Program at ACHS, CIHS, HHS, OHS, PHS, and RMHS

2018-19 Actions/Services

Provide support and professional learning for the Advancement Via Individual Determination (AVID) Program at ACHS, CIHS, HHS, OHS, PHS, and RMHS

2019-20 Actions/Services

Provide support and professional learning for the Advancement Via Individual Determination (AVID) Program at ACHS, CIHS, HHS, OHS, PHS, and RMHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$172,132 S/C; \$50,000 CRBG	\$408,281 S/C	\$545,855 S/C
Source	Sup/Con; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	AVID fees. AVID Conference, site AVID Coordinator, AVID Trips; Teacher PD; Extra Time at Sites; Certificated Salaries & Benefits; Special Bus Trips; Materials & Supplies	<ol style="list-style-type: none"> 1. Certificated Salaries = \$41,868 2. Classified Salaries = \$144,276 3. Benefits = \$57,332 4. Books & Supplies = \$905 5. Services & Operating = \$145,796 6. Indirect = \$18,104 	<ol style="list-style-type: none"> 1. Certificated Salaries = \$41,568 2. Classified Salaries = \$147,644 3. Benefits = \$63,309 4. Books & Supplies = \$1,062 5. Services & Operating = \$261,812 6. Indirect = \$30,460

Action 2-4-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide the PSAT 9 to ALL grade 9 students, the PSAT to ALL grade 10 and grade 11 students and the SAT to ALL grade 11 students, as well as a review of the results as a college readiness experience

2018-19 Actions/Services

Provide the PSAT 9 to ALL grade 9 students, the PSAT to ALL grade 10 and grade 11 students and the SAT to ALL grade 11 students and Grade 12 students, as well as a review of the results as a college readiness experience

2019-20 Actions/Services

Provide the PSAT 9 to ALL grade 9 students, the PSAT to ALL grade 10 and grade 11 students and the SAT to ALL grade 11 students and Grade 12 students, as well as a review of the results as a college readiness experience

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,750 S/C; \$240,000 CRBG	\$311,723 S/C	\$315,022 S/C
Source	Sup/Con; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	PSAT9/PSAT/SAT; Services & Other Operating	1. Certificated Salaries = \$2,000 2. Benefits = \$400 3. Books & Supplies = \$20,000 4. Services & Operating = \$275,500 5. Indirect = \$13,823	1. Certificated Salaries = \$1,970 2. Benefits = \$430 3. Books & Supplies = \$19,543 4. Services & Operating = \$275,500 5. Indirect = \$17,579

Action 2-5-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide support and professional learning for the Advanced Placement & International Baccalaureate Programme

2018-19 Actions/Services

Provide support and professional learning for the Advanced Placement & International Baccalaureate Programme

2019-20 Actions/Services

Provide support and professional learning for the Advanced Placement & International Baccalaureate Programme

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$143,215 S/C; \$50,000 Ed Effect; \$200,000 CRBG	\$341,610 S/C	\$411,242 S/C
Source	Sup/Con; Educator Effectiveness; College Readiness Block Grant	Supplemental Concentration	Supplemental Concentration
Budget Reference	AP Fees; IB Fees; PD, Extra Time; Certificated Salary & Benefits; Textbooks & Materials; Services & Other Operating	1. Certificated Salaries = \$77,504 2. Benefits = \$29,362 3. Books & Supplies = \$9,133 4. Services & Operating = \$210,463 5. Indirect = \$15,148	1. Certificated Salaries = \$77,484 2. Benefits = \$31,214 3. Books & Supplies = \$9,133 4. Services & Operating = \$270,463 5. Indirect = \$22,948

Action 2-6-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a Counseling and Guidance program with improved access to services, including additional

2018-19 Actions/Services

Provide additional Counselors at each site for focus on EL, LI, and FY youth. All counselors at each site will develop

2019-20 Actions/Services

Provide additional Counselors at each site for focus on EL, LI, and FY youth. All counselors at each site will develop

2017-18 Actions/Services

Counselors at each site as well as evening and weekend programming provided with translation into the appropriate home language.

2018-19 Actions/Services

college and career readiness programming, partner district articulation and targeted academic interventions to support closing the achievement gap.

2019-20 Actions/Services

college and career readiness programming, partner district articulation and targeted academic interventions to support closing the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$137,504 S/C; \$630,000 T1	\$181,166/C; \$630,000 T1	\$215,752 S/C; \$640,000 T1
Source	Sup/Con; Title 1	Sup/Con; Title 1	Sup/Con; Title 1
Budget Reference	Additional Counselors, CP Counselors, Counselor PD, Extra Time at Sites; Certificated Salaries/Benefits	<ol style="list-style-type: none"> 1. Certificated Salaries = \$79,691 2. Classified Salaries = \$22,871 3. Benefits = \$52,941 4. Services & Operating = \$17,630 5. Indirect = \$8,033 	<ol style="list-style-type: none"> 1. Certificated Salaries = \$79,561 2. Classified Salaries = \$22,841 3. Benefits = \$56,014 4. Services & Operating = \$47,529 5. Indirect = \$9,807

Action 2-7-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed toward EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional planning and professional learning to support Linked Learning Career Academies and CTE Career Pathways that connect students through project based learning and work based learning experiences with high need/high wage career opportunities in Ventura County.

2018-19 Actions/Services

Instructional support and professional learning in support of Career Academies and Career Pathways that connect students to 2 and 4-year college opportunities, work based learning experiences and high need/high wage career opportunities in Ventura County.

2019-20 Actions/Services

Instructional support and professional learning in support of Career Academies and Career Pathways that connect students to 2 and 4-year college opportunities, work based learning experiences and high need/high wage career opportunities in Ventura County.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,900,000 CTEIG	\$578,460 S/C; \$1,100,000 CTEIG	\$596,570 S/C
Source	CTEIG	Supplemental/Concentration; CTEIG	Supplemental/Concentration
Budget Reference	Career Academies; Career Pathways; PD; Extra Time; Certificated Salaries & Benefits; Textbooks & Materials; Equipment; Services & Other Operating	1. Certificated Salaries = \$362,614 2. Classified Salaries = \$50,395 3. Benefits = \$138,361 4. Services & Operating = \$1,440 5. Indirect = \$25,650	1. Certificated Salaries = \$362,614 2. Classified Salaries = \$50,342 3. Benefits = \$148,884 4. Services & Operating = \$1,440 5. Indirect = \$33,290

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Positive Behavior, Intervention, and Support

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, intervention, and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6, 8
 Local Priorities: 1, 2, 3, 5

Identified Need:

Student data from the California School Dashboard and other local indicators identifies that student achievement is impacted positively when students interact regularly with a caring adult within a safe school environment that provides high expectations for every student, including clear academic expectations and relevant support within a campus environment that is safe and welcoming

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>Local Indicator – School Climate Youthtruth Survey</i></p> <p>Student responses to connectedness</p>	Establish baseline measure of student connectedness on Youthtruth Survey	<p><u>Baseline:</u></p> <p>Positive student ratings of School Culture 30%</p> <p>Positive student ratings of Relationships with Teachers 37%</p> <p>Positive student ratings of Relationships with Peers 42%</p>	<p>Positive student ratings of School Culture 40%</p> <p>Positive student ratings of Relationships with Teachers 46%</p> <p>Positive student ratings of Relationships with Peers 50%</p>	<p>Positive student ratings of School Culture 46%</p> <p>Positive student ratings of Relationships with Teachers 52%</p> <p>Positive student ratings of Relationships with Peers 60%</p>
<p><i>Local Indicator – School Climate – Youthtruth Survey</i></p> <p>Student participation in the survey</p>	68%	<p>80%</p> <p>Actual = 61%</p>	81%	82%
<p><i>Local Indicator – School Climate Youthtruth Survey</i></p> <p>Student responses to College and Career Readiness</p>	<p>College Readiness = 25%</p> <p>Academic Rigor = 26%</p> <p>Student Engagement = 27%</p>	<p>College Readiness = 30%; <i>Actual</i> = 32%; Academic Rigor = 31%; <i>Actual</i> = 58%</p> <p>Student Engagement = 32%; <i>Actual</i> = 52%</p>	<p>College Readiness = 35%</p> <p>Academic Rigor = 64%</p> <p>Student Engagement = 55%</p>	<p>College Readiness = 40%</p> <p>Academic Rigor = 68%</p> <p>Student Engagement = 60%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>Suspension Rate Indicator</i> <i>Suspension Rate</i>	7.2% 1200/16636	Actual = 6.1% 1021/16636 (new indicator)	6.0% 999/16636	5.9% 982/16636
<i>Suspension Rate Indicator</i> <i>Discipline Incidents</i>	11057	9951	The District is no longer tracking this metric we are using Suspension Rate	The District is no longer tracking this metric we are using Suspension Rate
<i>Suspension Rate Indicator</i> Expulsion Incidents	60/16636 .0036%	54/16636 Actual = 48/16636/.0029%	44/16636/.0026%	42/16636/.0025%
<i>Chronic Absenteeism Indicator</i> Average Daily Attendance Chronic Absenteeism	ADA = 95.1% C. Absentee = 19.76%	ADA = 96.1%; Actual = 94.39% C. Absentee = 18.75%; Actual = 15.6%	ADA = 96.15% C. Absentee = 15.5%	ADA = 96.20% C. Absentee = 15.00%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3-1-1-0**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.

2018-19 Actions/Services

Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.

2019-20 Actions/Services

Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$381,988 S/C	\$381,776 S/C	\$477,847 S/C
Source	Sup/Con	Sup/Con	Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	Site Coaches, Teacher/Staff PD, PBIS Materials; Certificated Salary/Benefits; Classified Salary/Benefits; Books & Supplies; Services & Other Operating	1. Certificated Salaries = \$232,948 2. Benefits = \$96,899 3. Services & Operating = \$35,000 4. Indirect = \$16,929	1. Certificated Salaries = \$232,713 2. Benefits = \$118,469 3. Services & Operating = \$100,000 4. Indirect = \$26,665

Action 3-2-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Establish a Multi-Tiered System of Support (MTSS) to provide consistent academic, socio-emotional interventions, and health/wellness interventions for ALL students both inside and outside the school day.

2018-19 Actions/Services

Establish a Multi-Tiered System of Support (MTSS) to provide coordinated academic, socio-emotional interventions, and health/wellness interventions for EL, LI, FY, and students with disabilities both during and outside the school day. Including Student Intervention Specialists, Behavioral Specialists, Program Specialists, Program Coordinators, Nurses, Health Programs and Specialists, Athletic Trainers, After School Programs, credit recovery programs, and Student Support Services

2019-20 Actions/Services

Establish a Multi-Tiered System of Support (MTSS) to provide coordinated academic, socio-emotional interventions, and health/wellness interventions for EL, LI, FY, and students with disabilities both during and outside the school day. Including Student Intervention Specialists, Behavioral Specialists, Program Specialists, Program Coordinators, Nurses, Health Programs and Specialists, Athletic Trainers, After School Programs, credit recovery programs and Student Support Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$360,000 S/C; \$100,000 Ed Effect;	\$5,428,499 S/C, \$65,000 T1	\$5,760,958 S/C; \$65,000 T1
Source	Sup/Con; Educator Effective; Title 1	Sup/Con; Title 1	Sup/Con; Title 1
Budget Reference	Tutoring, Social Work, Wellness, Extra Time; Certificated	<ol style="list-style-type: none"> 1. Certificated Salaries = \$2,842,772 2. Classified Salaries = \$440,433 3. Benefits = \$1,432,356 4. Books & Supplies = \$85,000 5. Services & Operating = \$404,962 6. Indirect = \$222,976 	<ol style="list-style-type: none"> 1. Certificated Salaries = \$2,942,230 2. Classified Salaries = \$440,433 3. Benefits = \$1,564,180 4. Books & Supplies = \$110,000 5. Services & Operating = \$404,962 6. Indirect = \$299,153

Action 3-3-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide professional learning and student programming that support cultural proficiency, community/school pride, and tolerance of others.

2018-19 Actions/Services

Provide professional learning and student programming that support cultural proficiency, community/school pride, and tolerance of others.

2019-20 Actions/Services

Provide professional learning and student programming that support cultural proficiency, community/school pride, and tolerance of others.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,750 S/C; \$15,000 T1	\$26,150 S/C; \$35,000 T1	\$46,918 S/C; \$35,000 T1
Source	Sup/Con; Title 1	Sup/Con; Title 1	Sup/Con; Title 1
Budget Reference	Teacher PD, Extra Time at sites, Student Trips; District CP conference; Certificated Salaries/Benefits; Classified Salaries/Benefits; books & supplies; services and Other Operating	1. Services & Operating = \$25,500 2. Indirect = \$650	1. Services & Operating = \$45,500 2. Indirect = \$1,418

Action 3-4-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

CIHS, HHS, OHS, PHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide CALSAFE programming for pregnant and parenting teens

2018-19 Actions/Services

Provide CALSAFE programming for pregnant and parenting teens

2019-20 Actions/Services

Provide CALSAFE programming for pregnant and parenting teens

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300,000 S/C \$400,000 Base	\$705,000 S/C	\$705,000
Source	Sup/Con; Base	Sup/Con	Sup/Con
Budget Reference	CALSAFE program for pregnant and parenting teens; Services & Other Operating	1. Services & Operating = \$705,000	1. Services & Operating = \$705,000

Action **3-5-1-0**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide safe and well-maintained facilities to support student achievement and student wellness

2018-19 Actions/Services

Provide safe routes to school, comprehensive safe school plans, procedures, and personnel to support student achievement, student safety, and student wellness

2019-20 Actions/Services

Provide safe routes to school, comprehensive safe school plans, procedures, and personnel to support student achievement, student safety, and student wellness

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000 S/C; \$1,900,000 RRM	\$5,166,945 S/C	\$5,276,777 S/C
Source	Sup/Con; Routine Restricted Maintenance	Sup/Con	Sup/Con
Budget Reference	SARC reports; Routine Restricted Maintenance; Services & Other operating	1. Classified Salaries = \$2,271,337 2. Benefits = \$906,140 3. Books & Supplies = \$189,605 4. Services & Operating = \$1,637,261 5. Indirect = \$162,602	1. Classified Salaries = \$2,271,294 2. Benefits = \$958,408 3. Books & Supplies = \$189,605 4. Services & Operating = \$1,647,277 5. Indirect = \$210,193

Unchanged Goal

Goal 4

Parent, Family, and Community Involvement

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will effectively involve parents, families, and community in programs and initiatives that provide support to students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: 1, 3

Identified Need:

Student data from the California School Dashboard and other local indicators identifies that student achievement is impacted positively when parents and families receive regular communication from schools and opportunities to understand the most effective ways to support their student.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>Local Indicator</i> <i>Parent Engagement</i>	810/16636 (4.9%)	1663/16636 (10%) Actual = 1324 (8%)	3500/16636 (21.1%)	7500/16636 (45.1%)
Parent Youthtruth Survey Participation				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>Local Indicator Parent Engagement</i></p> <p>Positive parent Youthtruth survey responses</p>	<p>Communication & Feedback = 54%</p> <p>Engaged & Empowered = 56%</p> <p>School Safety = 62%</p>	<p>Communication & Feedback = 58%; Actual = 45%</p> <p>Engaged & Empowered = 60%; Actual = 44%</p> <p>School Safety = 66%; Actual = 50%</p>	<p>Communication & Feedback = 56%</p> <p>Engaged & Empowered = 58%</p> <p>School Safety = 64%</p>	<p>Communication & Feedback = 58%</p> <p>Engaged & Empowered = 60%</p> <p>School Safety = 65%</p>
<p><i>Local Indicator Parent Engagement</i></p> <p>Positive parent Youthtruth survey responses</p>	<p>Contributing = 69%</p> <p>Decision Making = 49%</p> <p>Planning = 52%</p>	<p>The District is discontinuing this metric</p>	<p>The District is discontinuing this metric</p>	<p>The District is discontinuing this metric</p>
<p><i>Local Indicator Parent Engagement</i></p> <p>Parent program participation</p>	<p>All Events = 1944</p> <p>Site Events = 367</p>	<p>All Events = 2500; Actual = 3829</p> <p>Site Events = 600; Actual = 587</p>	<p>All Events = 4000</p> <p>Site Events = 675</p>	<p>All Events = 4800</p> <p>Site Events = 725</p>
<p><i>Local Indicator Parent Engagement</i></p> <p>Parent participation in online home/school communication</p>	<p>Active ParentVUE = 5916</p>	<p>The District is discontinuing this metric</p>	<p>The District is discontinuing this metric</p>	<p>The District is discontinuing this metric</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4-1-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide regular school/home information through communication and outreach in the appropriate home language and regular updates to ParentVUE.

2018-19 Actions/Services

Provide regular two-way school/home communication through outreach in the appropriate home language

2019-20 Actions/Services

Provide regular two-way school/home communication through outreach in the appropriate home language

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000 S/C	\$172,157 S/C	\$218,140 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Extra Time, Translation, Parent VUE Training; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating	1. Certificated Salaries = \$10,500 2. Classified Salaries = \$44,000 3. Benefits = \$14,407 4. Books & Supplies = \$3,616 5. Services & Operating = \$92,000 6. Indirect = \$7,634	1. Certificated Salaries = \$10,352 2. Classified Salaries = \$44,000 3. Benefits = \$15,886 4. Books & Supplies = \$5,074 5. Services & Operating = \$130,655 6. Indirect = \$12,173

Action 4-2-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All-Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a parent survey and create a comprehensive plan and identify staff to facilitate increased participation in the parent survey to allow for input and feedback into site and District goals, actions, and services.

2018-19 Actions/Services

Provide a parent survey and create a comprehensive plan and identify staff to facilitate increased participation in the parent survey to allow for input and feedback into site and District goals, actions, and services.

2019-20 Actions/Services

Provide a parent survey and create a comprehensive plan and identify staff to facilitate increased participation in the parent survey to allow for input and feedback into site and District goals, actions, and services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,000 S/C	\$35,578 S/C	\$63,546 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Youthtruth.com survey; Extra Time; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating	1. Services & Operating = \$34,000 2. Indirect = \$1,578	1. Services & Operating = \$60,000 2. Indirect = \$3,546

Action 4-3-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Principally directed towards EL, LI, FY

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: ParentVUE, high school graduation; academic, social, health,

2018-19 Actions/Services

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: high school graduation; academic, social, health, safety, and

2019-20 Actions/Services

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: high school graduation; academic, social, health, safety, and

2017-18 Actions/Services

and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.

2018-19 Actions/Services

wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.

2019-20 Actions/Services

wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000 S/C	\$96,269 S/C	\$96,967 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Extra Time at Sites, Evening/Weekend Meetings; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating	1. Services & Operating = \$92,000 2. Indirect = \$4,269	1. Services & Operating = \$91,556 2. Indirect = \$5,411

Action 4-4-1-0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness.

2018-19 Actions/Services

Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness.

2019-20 Actions/Services

Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,000 T1	\$32,685 S/C; \$127,000 T1	\$33,693 S/C; \$130,000 T1
Source	Title 1	Sup/Con; Title 1	Title 1
Budget Reference	Parent Liaison position; Classified Salaries & Benefits	1. Classified Salaries = \$19,005 2. Benefits = \$7,231 3. Services & Operating = \$5,000 4. Indirect = \$1,449	1. Classified Salaries = \$19,005 2. Benefits = \$7,808 3. Services & Operating = \$5,000 4. Indirect = \$1,880

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 25,575,471

17.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on feedback from students, staff, parents, and community, student achievement data, as well as research on effective practices, including *Building School 2.0 – How to Create the Schools We Need* (Lehmann & Chase, 2015) that supports the urgent need for schools to develop collaborative, creative, and culturally proficient schools that support equitable, rigorous, engaging classrooms, and *The Innovators Mindset* (2015) wherein George Couros refers to a culture of creativity and innovation where technology is a tool for schools not an outcome. Within the 2018-2019 LCAP the four goals and twenty-five (25) actions and services totaling \$25,575,471 dollars are principally directed to increase or improve services for EL, LI, and FY youth. Increased or improved services include, but are not limited to: Instructional Lesson Study; Professional Development to better support EL students; ; instructional coaching standards based professional development and course updates specific to the needs of unduplicated students, technology infused lessons and professional development to better use technology through content and lessons; class size reduction and content literacy development in ELD and grade 9 Math classrooms; post-secondary partnerships with college, universities, and business partners; Intentional college readiness: including Seniors completing 2 and/or 4 year college applications and FAFSA/DREAM Financial Aid applications; Support for the AVID program; counseling services specific to unduplicated populations; Fully implemented Multi-Tiered Systems of Support (MTSS) supported by Student Intervention Specialists, Nurses, Health specialists, wellness programs, behavior health referrals, family counseling referrals; the CALSAFE program for pregnant and parenting teens; Safe School plans supported by School Resource Officers, Campus Supervisors, and additional Custodians; as well as parent engagement and programming facilitated by a Parent Liaison. Additionally, LCFF Sup/Con dollars are assigned to school sites in allocations based on the unduplicated pupil percentage (UPP). These site allocations will increase and improve specific site services that align to the Goals/Actions/Services in the District LCAP. The four LCAP goals also support eleven (11) other actions and services totaling \$10,440,966 dollars are in support of all district students to include: professional development in California Content Standards and the ongoing revision and development of district course work to increase rigor and college/career readiness; the study of flexible school scheduling; development of Open Educational Resources (OER) as locally curated curriculum materials; technology devices, technology subscriptions, and related Library services; the PSAT and SAT for all district students; support for Advanced Placement and International Baccalaureate programs; Positive Behavior Intervention and Support (PBIS) training; two way parent communication; an annual parent survey; and parent programming customized to each school site.

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds:

\$ 23,981,351

Percentage to Increase or Improve Services:

17.37 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services for all students in the LCAP year.

LCFF supplemental and concentration dollars are budgeted district wide for expenditures to support the high school diploma for every student as a minimum as well as college and career ready experiences during high school. LCFF funds are targeted to support personnel including instructional coaches, PBIS coaches, technology coaches, additional counselors, and smaller class sizes. Professional Development is provided to support Instructional Goals and Strategies that provide an equitable, rigorous, engaging, accessible lessons principally directed toward English Learners, Low Income students and Foster Youth. Funds are allocated to 9 school sites based on their unduplicated numbers of English Learners, Low Income students, and Foster Youth to ensure decisions to employ support personnel and provide professional development and technology, aligned to the LCAP goals, actions, and services. Additionally, School Site Councils at District school sites align their Single Plans for Student Achievement to support the goals, actions, and services in the LCAP.

Building School 2.0 – How to Create the Schools We Need (Lehmann & Chase, 2015) provides 95 Theses that support the urgent need for schools to develop collaborative, creative, and culturally proficient schools that support equitable, rigorous, engaging classrooms. The 2017-2018 LCAP is designed to empower student learning and teacher collaboration through positive relationships and cultural proficiency as suggested by Lehmann & Chase and the goals, actions, and services are principally directed to improve and increase services for English Learners, Low Income students, and Foster Youth. In *The Innovators Mindset* (2015) George Couros refers to a culture of creativity and innovation where technology is a tool for schools not an outcome. The true integration of technology as a path to learning and not as an answer in and of itself to achievement gaps is underway through the Goals, Actions, and Services in the LCAP. The District has also invested in the Positive Behavior Intervention and Support (PBIS) program researched and developed by Randy Sprick through the LCAP. The foundation of PBIS in the District is the development of a culture that supports and empowers students to make good decisions, which are supported with appropriate feedback. This relationship is based on each student having clear academic expectations and relevant support within a campus environment that is safe and welcoming.

To increase and improve services to English Learners, Low Income students, and Foster Youth a formalized Multi-Tiered System of Support for academics, socio-emotional issues, as well as health and wellness challenges is being developed and implemented through 17-18 LCAP. Additionally specific CALSAFE services are being provided to pregnant and parenting teens. A collaborative Instructional Lesson Study process is being designed to support equitable, rigorous, accessible, and engaging lessons. Partnerships with colleges, universities, and business partners will be enhanced and college readiness in the District will become intentional with EL, LI, and FY students in grades 9, 10, and 11 taking the school day PSAT; EL, LI, and FY students in grade 11 will take the school day SAT in June; and seniors will complete a two or four year college application and a financial aid application (FAFSA). To support this work additional counselors were hired to support EL, LI, and FY students. To increase parent understanding in regard to college readiness, a minimum of one parent education evening or weekend event will be held at each school site each semester outside of back to school night and open house. Additionally a parent liaison will work with school sites and community based organizations to provide programming for EL, LI, and FY parents and families. Each school site is also developing an English Learner Response Team plan to better serve Long Term English Learners during the 2017-2018 school year.

