

Oxnard Union High School District

Local Control Accountability Plan and Annual Update (LCAP)

[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](#)

LEA Name	Oxnard Union High School District		
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[2017-2020 LCAP Summary](#)

THE STORY

Briefly 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, one continuation high school, one alternative 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 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, WASC action plans, and site Principal Work 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. 30 to 49**) **\$4.7M**

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. 7 Actions/Services (**pp. 50 to 62**) **\$3.7M**

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. 63 to 72) \$3.5M

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. 73 to 79) \$326K

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 four out of five (green) on two of three available indicators with no indicators showing orange or red and all local indicators met. Graduation Rate and English Learner Progress. Graduation Rate in OUHSD improved 2.4% to 85.2%. Additionally, English Learners, Low Income students, Students with Disabilities, African American students, Asian Students, Hispanic Students, White Students, and Students of two or more races 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) English Learner Progress in OUHSD improved with the number of students reclassified as Re-designated Fluent English Proficient (RFEP) increasing from 497 in 2015-2016 to 1148 in 2016-2017. Improving achievement for English Learners, particularly Long Term English Learners, remains a priority for the District. (Goal 1, Goal 2, Goal 3, & Goal 4)

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 three out of five (yellow) on the Suspension Rate Indicator. There is a slight increase to the District Suspension rate of 0.2%. However the primary area of concern are increases in Suspension rates for English Learners and African American students. During the 2016-2017 school year the District is participating in Positive Behavior Intervention and Support training at all campuses. (Goal 3) Initial results indicate a pending decrease of 26% in Discipline Incidents for ALL students and significant Subgroups, as well as a decrease in Expulsion from 88 cases in 2015-2016 to 60 cases in 2016-2017

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

While Graduation Rate indicators are positive for OUHSD and 9 of 10 significant subgroups show improvement, there is a significant gap between all District students’ graduation rate (85.2%) and Students with Disabilities (66.5%). Within Goal 3 the District will effort to establish a Multi-Tiered System of Support to provide consistent academic, socio-emotional and health/wellness interventions as supports for ALL students, including Students with Disabilities. Also of concern are the suspension rate gaps between all District students (4.7%) and English Learner (9.3%) and African American (10.3%) subgroups. Goal 3 also provides for Positive Behavior Intervention and Support training and support for cultural proficiency training for District staff and students to support the effort to close the suspension rate gaps through building better relationships on campus as well as to lower suspensions and expulsions overall.

INCREASED OR IMPROVED SERVICES

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.

Based on feedback from students, staff, parents, and community and research on effective practices we are implementing 25 LCAP Action/Services to improve services for English Learners, Low Income students, and Foster Youth including using a portion of the LCFF Supplemental/Concentration dollars for site allocations based on the unduplicated pupil percentage (UPP).

Significant actions to increase and/or improve services for English Learner, Low Income, and Foster Youth include, but are not limited to:

- Instructional Lesson Study to support equitable, rigorous, accessible, and engaging lessons
- Increased instructional support and professional development to better serve English Learners
- Developing Post-Secondary partnerships with colleges, universities, and business partners
- EL, LI, and FY Seniors will complete a 2 or 4 year college application and complete FAFSA
- EL, LI, and FY Juniors will take the SAT in June 2018
- Additional Counselors will serve EL, LI, and FY students to promote college and career readiness
- A Multi-Tiered system of support will be established to provide consistent academic, socio-emotional, and health-wellness interventions
- Pregnant and Parenting Teens will be supported by the CALSAFE program
- 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
- A parent liaison will work with school sites and community based organizations to provide programming for EL, LI, and FY parents and families

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

\$ 195,299,695

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

\$ 12,297,000

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.

The most significant general fund expenditures not included in the LCAP are primarily related to the hiring of administrators, certificated staff, classified staff, para-educators, and support staff which are critical to but not specific to the goals, actions, and services in the LCAP. Additionally, these may include expenditures such as school facilities and maintenance that includes but is not limited to: Restricted Maintenance Costs (\$5.8M); Transportation Costs (\$562K); Adult Education, Food Services and Special Education transfers and contributions (\$8.6M); Solar Project payment (\$1.2M); School Site Budgets (\$1.8M); Utilities (\$2M)

\$ 160,306,177

Total Projected LCFF Revenues for LCAP Year

Goal 1

Goal 1: Instruction

In an environment of high expectations with support, the Oxnard Union High School District will develop and implement instructional practices that support high school graduation, as well as college and career readiness for ALL students

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL 1, 2, 3, 4, 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CAASPP English Language Arts

Increase percent of ALL students scoring 'Standard Exceeded' from 11% to 14%
Increase percent of ALL students scoring 'Standard Met' from 27% to 30%
Increase percent of students in significant subgroups scoring 'Standard Exceeded' by 3%
Increase percent of students in significant subgroups scoring 'Standard Met' by 3%

CAASPP ELA Claims

Increase percent of students and percent of significant subgroups scoring 'Above Standard' on English Language Arts Claims in Reading, Writing, Listening, and Research/Inquiry

ACTUAL

CAASPP English Language Arts

ALL students scored 19% Standard Exceeded (+7%)
ALL students scored 33% Standard Met (+4%)
EL students scored 0% Standard Exceeded; 6% Standard Met
Low Income scored 13% Standard Exceeded (+6%); 32% Standard Met (+7%)
Foster Youth scored 0% Standard Exceeded (-4%); 18% Standard Met (+10%)

CAASPP ELA Claims

Reading 21% Above Standard (+2%); EL 1% Above Standard;
LI 7% Above Standard (+2%);
Writing 29% Above Standard (+10%); EL 2% Above Standard (+1%);
LI 22% Above Standard (+9%);
Listening 16% Above Standard (+6%); EL 1% Above Standard;
LI 12% Above Standard (+5%)
Research 32% Above Standard (+12%); EL 4% Above Standard (+2%);
LI 26% Above Standard (+11%)

CAASPP Mathematics

Increase percent of ALL students scoring 'Standard Exceeded' from 5% to 8%
Increase percent of students and percent of ALL students scoring 'Standard Met' from 12% to 15%
Increase percent of students in significant subgroups scoring 'Standard Exceeded' by 3%
Increase percent of students in significant subgroups scoring 'Standard Met' by 3%

CAASPP Mathematics Claims

Increase percent of students and percent of significant subgroups scoring 'Above Standard on Mathematics Claims in Concepts and Procedures, Problem Solving and Modeling Data and Analysis, and Communicating Reasoning

Graduation Rate

Increase percent of students and percent of significant subgroups graduating from 84% to 86%

Dropout Rate

Decrease percent of students identified as 'dropouts' from 9.4% to 8.4%

State Seal of Biliteracy

Increase percent of students earning their high school diploma with the State Seal of Biliteracy from 300 to 310

Re-Designated Fluent English Proficient (RFEP)

Increase percent of students identified as Re-Designated Fluent English Proficient from 8% to 12%

Career Academy participation rate

Increase percent of students participating in District career academies from 12% to 15%
Increase percent of English Learner students participating in District career academies by 5%

CTE course participation rate

Increase percent of students completing a two year CTE pathway 'concentrator' course sequence from 5% to 8%

CAASPP Mathematics

ALL students scored 7% Standard Exceeded (+1%)
ALL students scored 17% Standard Met (+5%)
EL students scored 0% Standard Exceeded; 2% Standard Met
Low Income scored 3% Standard Exceeded (+1%); 13% Standard Met (+5%)
Foster Youth scored 0% Standard Exceeded (0%); 0% Standard Met (0%)

CAASPP Mathematics Claims

Concepts/Procedures 14% Above Standard (+4%); EL 1% Above Standard; LI 7% Above Standard (+2%);
Problem Solving/Data Analysis 11% Above Standard (+3%);
EL 1% Above Standard (+1%); LI 6% Above Standard (+3%);
Communicating Reasoning 10% Above Standard (+2%);
EL 1% Above Standard (+1%); LI 5% Above Standard (+2%)

Graduation Rate

Graduation Rate 85.2% (+1.2%); EL Grad Rate 68.6% (+1.9%);
Low Income Grad Rate 81.5% (+2.7%); Foster Youth Grad Rate 52.5% (+16.5%)

Dropout Rate

Dropout Rate 8.3% (-6.5%); EL Dropout Rate 14.9% (-9.1%); Low Income Dropout Rate 9.1% (-8.1%); Foster Youth Dropout Rate 35% (-1%)

State Seal of Biliteracy

394 Students (+94) earned the State Seal of Biliteracy Diploma

Re-Designated Fluent English Proficient (RFEP)

1148 Students (13%) were reclassified Re-designated Fluent English Proficient

Career Academy participation rate

Career Academy participation increased by 556 students to 14%
English Learner participation increased less than 1% from the prior year.

CTE course participation rate

16% of students completed a two year CTE pathway 'concentrator' course sequence

Action **1-1-1**

Actions/Services

PLANNED Develop and implement a District Wide Instructional Focus that supports college and career readiness and the development of school-wide instructional goals at each school site.	ACTUAL District Vision was updated to ‘High Expectations and Powerful Futures for EVERY student’ This update also demands that the high school diploma is the minimum for every student. In support of this vision each high school is in the process of developing up to three school-wide instructional goals through an instructional plan that will develop in the 2017-2018 LCAP
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Expenditures

BUDGETED \$5000 Sup/Con \$10,000 Educator Effectiveness	ESTIMATED ACTUAL \$4952 Sup/Con; \$8317 Educator Effectiveness; Certificated Salaries & Benefits;
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Action **1-2-1**

Actions/Services

PLANNED Create a committee to study the redesign of District bell schedules, to include an update of District graduation requirements and freshman curriculum as they relate to the studied change. The study will focus on changes that support increased participation in and access to college and career ready coursework and related co-curricular experiences for ALL students.	ACTUAL The District Bell Schedule Committee met five times during the Fall Semester 2016. Each site took the discussion back for further consideration of more flexible schedules. Rancho Campana High School and Frontier High School both elected to proceed with a new Trimester Bell Schedule for 2017-2018. The District General Graduation Requirements were updated in June 2017 to reflect the change to Trimesters at these two campuses.
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Expenditures

BUDGETED \$5000 Sup/Con \$10,000 Educator Effectiveness	ESTIMATED ACTUAL \$4426 Sup/Con; \$7224 Educator Effectiveness; Certificated Salaries & Benefits
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Action **1-3-1**

Actions/Services

PLANNED
Provide ALL students access to rigorous standards-aligned courses designed as preparation for high school graduation as well as preparation for college and career readiness through the collaborative development of instructional units, lessons, and interim and benchmark assessments that provide students quality feedback.

ACTUAL
More than 40 District Courses were updated to meet A-G requirements through collaborative work by teachers, Learning Design Coaches, and Instructional Support Services.

District Learning Design Coaches worked with each school site Faculty to implement the CAASPP Interim Assessment Program in Grades 9, 10, and 11.

Collaborative Lesson Study was implemented to provide Teachers the opportunity to collaboratively plan a lesson, observe one another teach the lesson, and share the observational data to better inform re-teaching and the alignment of objective to student outcomes.

Expenditures

BUDGETED
\$5000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL
\$9052 Sup/Con; \$70781 Educator Effectiveness; Certificated Salaries & Benefits

Action **1-4-1**

Actions/Services

PLANNED
Provide professional learning designed to support students identified as English Learners with literacy strategies, interventions, and coursework that creates access to re-designation as Fluent English Proficient, UC a-g course completion, and career pathway participation.

ACTUAL
Each site participated in English Learner Staff Development by engaging an English Learner Response Team (ELRT) to begin to identify the types of English Learners in the District, the different needs of each type of English Learner, and the need to address access to a-g coursework through the Master Schedule. ELRT Staff Development will continue in 2017-2018; EL students reclassified at Re-designated Fluent English Proficient (RFEP) increased to 1148 students for 2016-2017.

Expenditures

BUDGETED
\$5000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL
\$8917 Sup/Con; \$65,974 Educator Effectiveness; Certificated Salaries & Benefits; Services & Other Operating

Action **1-5-1**

Actions/Services

PLANNED
 Provide professional learning designed to support ALL students’ access to project based learning opportunities that includes the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts.

ACTUAL
 Professional Learning was provided to coordinate projects focused on an integrated curriculum with student choice and artifact creation the focus of each project. Whether the PBL project was housed in the academy model, or a project developed in subject matter, teachers worked to uphold the key components of a PBL projects. A team of Teachers then also presented on PBL at the Spring District Conference.

Expenditures

BUDGETED
 \$5000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL
 \$7739 Sup/Con; \$68,689 Educator Effectiveness; Certificated Salaries & Benefits; Services & Other Operating

Action **1-6-1**

Actions/Services

PLANNED
 Provide professional learning in support of the ongoing implementation of Linked Learning Career Pathways that connects core curriculum and high wage high need career opportunities in Ventura County to students through project based learning, career technical education coursework, and work based learning opportunities.

ACTUAL
 Professional Learning and student work based learning experiences were provided including, but not limited to: Industry Advisory panels for District Career Academies, Internships (paid and unpaid) for students, job shadows (for students and teachers), Career Technical Student Organizations (CTSO’s) and industry related competitions, as well as parent and family college and career awareness events.

Expenditures

BUDGETED
 \$5000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL
 \$9434 Sup/Con; \$62,322 Educator Effectiveness; Certificated Salaries & Benefits; Services & Other Operating

Action **1-7-1**

[Actions/Services](#)

PLANNED

Develop and implement a protocol for collaborative classroom walkthrough observations that assess progress toward the District’s instructional goal.

ACTUAL

A classroom walkthrough protocol called “Learning Snapshot” was collaboratively developed by Teachers, site Instructional Coaches, Learning Design Coaches, and Instructional Support Services. The Learning Snapshot is designed to capture student participation and student engagement in their assigned task. Additionally it can provide information on the alignment of the daily objective to what students are doing during class time.

Expenditures

BUDGETED

\$5000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL

\$9212 Sup/Con; \$71,817 Educator Effectiveness; Certificated Salaries & Benefits; Services & Other Operating

Action **1-8-1**

[Actions/Services](#)

PLANNED

Provide instructional coaching in core content areas with District level Learning Design Coaches working with site instructional coaches to build instructional capacity through implementation plans for professional learning initiatives in ELA, Math, ELD, NGSS, and Social Science

ACTUAL

District Learning Design Coaches facilitated the development and updating of the walkthrough protocol, lesson study, and courses to meet A-G requirements. They regularly met with both Department Chairs and teachers in their subject areas. They served as liaisons to Oxnard College, CSUCI, and Cal Lutheran in their content areas. In addition to other instructional duties as assigned. Each site had one to three periods of instructional coaching built into the master schedule. The site instructional coaches assisted with the development and updating of courses to meet A-G requirements, with the development and roll-out of the Learning Snapshot walkthrough protocol and the Collaborative Lesson Study. They additionally worked with colleagues individually and in small groups on lesson planning and inquiry processes.

Expenditures

BUDGETED

\$660,000 Sup/Con;

ESTIMATED ACTUAL

\$717,947 Sup/Con Certificated Salary & Benefits

ANALYSIS

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.

Definitive successes for 2016-2017 were the District Learning Design Coaches and the site Instructional Coaches working together to rewrite more than 40 District Courses for A-G approval and the collaborative development of the 'Learning Snapshot' walkthrough protocol as well as the Collaborative Lesson Study process. Additionally the development of the CAASPP Interim Assessments will provide school sites interim instructional data snapshots to go along with D and F rates. Also of note was the positive response to the English Learner Response Team (ELRT) Training as well as the increase in RFEP numbers from 495 to 1148.

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

Data from the CAASPP ELA, CAASPP Mathematics both summative performance data (EAP) and claim data demonstrate significant 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, Mathematics, and College Readiness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures and estimated actuals for Goal 1 matched closely in all areas overages in certificated and classified salary and benefits are due to a raise received by District employees.

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 implemented. Based on achievement data and community, staff, and student input the OUHSD will continue to refine Goal 1 for 17-18 to include formalizing teacher leadership, continuing instructional coaching, and identifying site instructional goals and instructional strategies that make the goals achievable.

Goal 2

Goal 2: Instructional Materials and Educational Technology

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement standards aligned materials and educational technology that support high school graduation, as well as college and career readiness for ALL students

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 1, 4, 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Participation in Learning Management System (LMS)

Establish the number of teachers with active LMS accounts

Participation in On-Line Learning

Establish the number of students earning credits through the District on-line Learning Platform

Development of Benchmark Assessments

Establish the number of Benchmark Assessments developed and available in the District Data Management system

Completion of District Computer Literacy Graduation Requirement

Establish the number students by significant subgroup and grade level completing the District Computer Literacy Graduation Requirement by grade level, course, or exam each school year

ACTUAL

Participation in Learning Management System (LMS)

770 Teachers have logged in to the LMS once;
128 (16%) use the system daily

Participation in On-Line Learning

1300 Students completed 2933 online courses

Development of Benchmark Assessments

6500 students took 1244 CAASPP Interim ELA Assessments
7507 students took 16827 CAASPP Interim Math Assessments
10124 students took at least one ELA or Math Interim Assessment

Completion of District Computer Literacy Graduation Requirement

For the 2016-2017 School Year: 158 grade 9 students; 300 Grade 10 students; 756 Grade 11 students; & 970 Grade 12 students (2184 total) completed the District's computer literacy requirement

ACTIONS / SERVICES

Action **2-1-1**

Actions/Services	<p>PLANNED</p> <p>Provide standards aligned instructional materials and technology to support updating of courses to meet the California Standards and the design and implementation of new courses. Provide instructional materials and technology to support tutoring and other academic enrichment activities.</p>	<p>ACTUAL</p> <p>As part of the updated and new courses being submitted for A-G approval new materials Instructional Materials for new and existing courses were acquired, including new textbooks for AP World History, AP US History, the iLit Program for Reading and Literacy Development, Replacements for lost/damaged textbooks were also acquired.</p>
Expenditures	<p>BUDGETED</p> <p>\$400,000 Lottery; \$320,000 Base Grant</p>	<p>ESTIMATED ACTUAL</p> <p>\$519,000 Lottery; \$274,468 Base; \$5027 Sup/Con; Books & Supplies</p>

Action **2-2-1**

<u>Actions/Services</u>	<p>PLANNED</p> <p>Identify and effectively implement instructionally relevant educational technology in support of high school graduation as well as college and career readiness</p>	<p>ACTUAL</p> <p>Technology based supplemental Instructional Materials included the Gale/Cengage Library Databases, and piloting of Discovery Education Tech Books, Canvas Learning Management System, and Google Classroom. Additionally recommendations were made to sunset the D2L Learning Management System and the Data Director program</p>
Expenditures	<p>BUDGETED</p> <p>\$100,000 Sup/Con; \$100,000 Lottery</p>	<p>ESTIMATED ACTUAL</p> <p>\$40,532 Sup/Con; \$177,809 Lottery; Services & Other Operating</p>

Action **2-3-1**

Actions/Services

PLANNED
 Plan and develop the concept of on-line learning centers at each school site that provide initial credit and make up credit in support of high school graduation as well as college and career readiness through an UC a-g approved online learning platform

ACTUAL
 A District Design Team studied the delivery of Independent Study and the updating of the District’s Independent Study based Condor High School to expanded centers on each comprehensive high school campus that would also include online learning opportunities for students attending two (2) to ten (10) hours a week. APEX Learning, Cyberhigh, and Edgenuity were piloted as potential online course management systems for the Condor High School Options Academy centers.

Expenditures

BUDGETED
 \$10,000 Sup/Con; \$200,000 Lottery

ESTIMATED ACTUAL
 \$5700 Sup/Con; \$108,504 Lottery; Certificated Salary & Benefits; Services & Other Operating

Action **2-4-1**

Actions/Services

PLANNED
 Develop online activities and resources for District courses using an online learning management system

ACTUAL
 Teacher user groups studied the effectiveness of the current District Learning Management System D2L and piloted the Canvas Learning Management System, as well as Edmoto and Google Classroom. The user groups created different student activities and resources in each platform. As a result of this work the recommendation of the user group is to sunset D2L and to continue to pilot Canvas and Google Classroom for use with different courses.

Expenditures

BUDGETED
 \$5000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL
 \$2100 Sup/Con \$121,000 Lottery; Certificated Salary & Benefits; Services & Other Operating

Action **2-5-1**

Actions/Services

PLANNED
 Develop interim assessments and benchmarks within an online student data system that provide students with immediate feedback on their progress to mastery of standards and allows teachers to collaboratively examine student work and modify instruction to meet student needs

ACTUAL
 The District sunset the Data Director online student data system which was rarely used and instead provided training for Teachers in Collaborative Lesson Study. This process will allow for collaborative planning, peer to peer observation, and the examination of student work and modification of future instruction. Teachers were additionally trained in the CAASPP Interim Assessments (CIA) for all school sites. The collection and analysis of CIA data will occur in the second year of implementation with a goal of connecting the interim assessment data to the Lesson Study feedback sessions.

Expenditures

BUDGETED
 \$5000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL
 \$9519 Educator Effectiveness; Certificated Salaries & Benefits

Action **2-6-1**

Actions/Services

PLANNED
 Provide effective implementation of educational technology through the daily, weekly, and monthly training provided by the Coordinator of Educational Technology, Learning Design Coach – Technology, and Site Tech Coaches

ACTUAL
 The Coordinator of Educational Technology, Learning Design Coach – Educational Technology, and Site Tech Coaches conducted training on CAASPP Interim Assessments, the Learning Management Systems, the online course management platforms, the use of Social Media as a resource, and other trainings as requested. Additionally the District Technology Advisory Committee was founded and 30 Teachers participated in the CUE conference.

Expenditures

BUDGETED
 \$335,000 Sup/Con; \$60,000 Educator Effectiveness

ESTIMATED ACTUAL
 \$381,000 Sup/Con; Certificated Salaries & Benefits; Services & Other Operating

ANALYSIS

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 2 are in support of the District’s new focus on the use of technology as a support for instruction rather than technology for technology’s sake. The actions and services in Goal 2, provided through the new Learning Support Services department, allow for teacher and user input into the adoption of technology for the District.

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

The actions and services in Goal 2 provides the District the ability to spend technology dollars in a more effective way. With specific trainings, user groups, and pilot projects technology subscriptions that are underused and overpriced can be sunset and replaced or eliminated. Additionally the District is now more aware of the availability of no cost technology resources and solutions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures and estimated actuals for Goal 2 match very closely with the following exceptions: In Action 2-3-1 smaller online learning pilots were used with Edgenuity and Cyber High at lower costs; In Action 2-4-1 the cost of the D2L LMS was higher than anticipated as we renewed for one year to study the system at a higher cost than our previous three year contract; In Action 2-5-1 far more prep period (pre-paid) time was used than anticipated.

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.

For 2017-2018 Goal 2 will be folded into the District’s Goal 1 - Instruction. The awareness provided to the District through this year’s Goal 2 clarifies that the integration of technology and related resources support rather than drive instruction.

Goal 3

Goal 3: Positive Behavior, Intervention, & Support

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement academic and social-emotional positive behavior, intervention, and support programs for ALL students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 4, 6, 7, 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

UC a-g coursework completion rate

Increase percent of ALL students completing UC a-g coursework from 26.3% to 29%

Increase percent of English Learners completing UC a-g coursework from 3.2% to 6%

Advanced Placement Equity & Access percentage

Increase Advanced Placement Equity & Access percentage from 28.3% to 30%

PSAT/SAT/ACT

Establish a baseline for participation rate and scores in the PSAT/SAT/ACT

Attendance rate

Increase District Average Daily Attendance by 1%

Discipline rate

Decrease incidents of student discipline by 10% from 14986 to 13487

Decrease expulsion rate by 5%

Student Connectedness

Establish and/or identify questions that measure student connectedness in the student survey and the California Healthy Kids Survey

Establish an initial response rate to student connectedness survey questions

ACTUAL

UC a-g coursework completion rate

27.5% (+0.9%) of ALL Students completed UC a-g coursework

3.6% (+0.4%) of English Learners completed UC a-g coursework

Advanced Placement Equity & Access percentage

Advanced Placement Equity & Access percentage decreased to 28.1 (-.03) for the 2015-2016 school year

PSAT/SAT/ACT

12,000 District 9th, 10th, & 11th graders took the PSAT

Grade 11 889 (36%); 447 (39%) ELA; 442 (35%) Math

Grade 10 846 (34%); 424 (37%) ELA; 422 (34%) Math

Attendance rate

District Average Daily Attendance decreased to 95.10% (-.14%)

Discipline rate

Student discipline incidents decreased by (26%) from 14986 to 11057

Student expulsion incidents decreased by (31%) from 88 to 60

Student Connectedness

11174 students (68%) completed the student survey

Students typically reported their highest ratings in the survey on a positive school culture (51st percentile). Students identified a need for assistance in improving College Readiness (25th percentile); Academic Rigor (26th percentile); and Student Engagement (27th percentile)

ACTIONS / SERVICES

Action **3-1-1**

<u>Actions/Services</u>	PLANNED 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.	ACTUAL All District sites participated in year one 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 released for one period during the school day to support implementation
	BUDGETED \$370,000 Sup/Con	ESTIMATED ACTUAL \$406,726 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; Books & Supplies; Services & Other Operating
<u>Expenditures</u>		

Action **3-2-1**

<u>Actions/Services</u>	PLANNED Provide a comprehensive system of tutoring and other academic support activities during afternoon and evening hours	ACTUAL Each school site operated a variety of after school and Saturday tutorial programming to support improving student achievement. This included tutoring specific to the AVID program.
	BUDGETED \$600,000 Sup/Con	ESTIMATED ACTUAL \$415,000 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; Books & Supplies; Services & Other Operating
<u>Expenditures</u>		

Action **3-3-1**

Actions/Services

PLANNED
Provide support and professional learning for the Advancement via Individual Determination (AVID) program

ACTUAL
The District operates an AVID Center sanctioned AVID program at six comprehensive high schools. Each program provides tutoring inside and outside the school day, field trips, and other college readiness experiences. All six programs annually send a team to the AVID summer institute for training. The District releases a District Coordinator Teacher on Special Assignment to assist with data collection and validation as well as to advise the site AVID coordinators.

Expenditures

BUDGETED
\$454,000 Sup/Con

ESTIMATED ACTUAL
\$310,324 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; books and supplies; Services & Other Operating

Action **3-4-1**

Actions/Services

PLANNED
Provide the PSAT 9 to ALL Grade 9 students and the PSAT to ALL students in Grade 10 and Grade 11 as well as a review of the student results as a College Readiness experience.

ACTUAL
12,000 students in grade 9, 10, 11 took the PSAT in October 2016. A results day was held in the Spring of 2017 with students.

Expenditures

BUDGETED
\$121,000 Sup/Con

ESTIMATED ACTUAL
\$121,000 Sup/Con; Services & Other Operating

Action **3-5-1**

Actions/Services

<p>PLANNED Provide support and professional learning for the Advanced Placement/International Baccalaureate Program</p>	<p>ACTUAL Professional development for Advanced Placement included AP summer institutes; PSAT AP potential scores were used to identify new enrollment into District AP programs; IB @ RMHS was supported with lead teacher release periods and required IB professional development for teachers and administrators.</p>
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Expenditures

<p>BUDGETED \$30,000 Sup/Con</p>	<p>ESTIMATED ACTUAL \$54,061 College Readiness Block Grant; Services & Other Operations</p>
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Action **3-6-1**

Actions/Services

<p>PLANNED Provide a Counseling and Guidance program that supports enhanced access to Counseling services, college and career readiness, and communication with parents in their home language. Implement related professional learning to support Counseling and Guidance services for ALL students including English Learners, Foster Youth, and Youth impacted by poverty.</p>	<p>ACTUAL Each month counselors met for professional learning with mentor counselors alternating with all counselors each month. Topics included but were not limited to A-G transcript analysis, socio-emotional services, alternative education, homeless and foster youth services, as well as cultural proficiency. 6 Categorical Program counselors and 1 additional counselor were hired to better serve students who are English Learners, Low Income, and Foster Youth.</p>
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Expenditures

<p>BUDGETED \$170,000 Sup/Con; \$850,000 Title One</p>	<p>ESTIMATED ACTUAL \$101,636 Sup/Con; \$651,167 Title One; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating</p>
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3-7-1

Action

[Actions/Services](#)

Expenditures

<p>PLANNED Provide professional learning and student programs that support cultural proficiency, community/school pride, and tolerance of others.</p>	<p>ACTUAL District Administrators had professional development on issues of equity and cultural proficiency. The District sponsored a Spring District Conference centered on equity as a topic for all staff. Student leadership in Peer Resource classes and ASB attended student training on issues related to preventing bullying and creating a welcoming campus. PBIS training reinforced the development of positive relationships on each school site.</p>
<p>BUDGETED \$30,000 Sup/Con</p>	<p>ESTIMATED ACTUAL \$25,000 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating</p>

Action 3-8-1

[Actions/Services](#)

Expenditures

<p>PLANNED Provide support for the development and implementation of safe school plans and well maintained facilities.</p>	<p>ACTUAL School sites submitted safe school plans and outlined facility maintenance improvements and needs in the School Accountability Report Card (SARC)</p>
<p>BUDGETED \$30,000 Sup/Con</p>	<p>ESTIMATED ACTUAL \$8000 Sup/Con</p>

ANALYSIS

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 school sites are implementing PBIS and focusing on equity and access to College and Career Readiness as well as support for ALL students through the Actions/Services in Goal 3

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

Through the implementation of PBIS and a focus on equity the District saw a dramatic reduction in Discipline incidents and expulsions. It was noted however, through the CA Accountability Dashboard and a CDE compliance review that suspensions of Students with Disabilities (SWD) need increased attention. The increase to a-g readiness and Advanced Placement equity and access in the District was minimal or slightly negative. Though an evident step in the right direction was 12,000 grade 9, 10, and 11 students taking the PSAT in October of 2016 which also creates a basis for AP potential identifying additional Advanced Placement students. Continuing work with the District Counseling program is also necessary to increase college and career ready indicators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures and estimated actuals for Goal 3 very closely matched in all areas with these exceptions: Action 3-2-1 Estimated budgets for tutoring were overestimated; Action 3-3-1 fewer teachers attended the AVID summer institute than budgeted additionally AVID tutoring hours were overestimated; Action 3-6-1 Counseling positions budgeted were hired after the year began, additionally some positions were unfilled during portions of the school year due to personnel changes. Action 3-8-1. The only expenditure made was the compilation of data for the School Accountability Report Card, no facility or school safety programs were otherwise initiated through LCAP during 16-17

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.

PBIS training will continue for all school sites for 2017-2018 and college and career readiness is being redefined as Goal 2 in the 2017-2018 LCAP, and the SAT for all grade 11 students will be added. On the CA School Dashboard, the reduction in discipline incidents and expulsion indicators should also assist the District in continuing the increase of graduation rate. For 2017-2018 the current Goal 3 will be separated into a new Goal 2 College and Career Readiness and a new Goal 3 Positive Behavior Intervention and Support

Goal 4

Goal 4: Parent, Family, and Community Involvement

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement programs and initiatives that effectively involve parents, families, and the community in support of improving student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL 1, 2, 4, 7

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Expected Annual Measureable Outcomes

Parent Connectedness

Establish and/or identify questions that measure parent connectedness in the student survey and the California Healthy Kids Survey

Establish an initial response rate to parent connectedness survey questions as compared to the response to the 2015 parent survey

Parent Participation

Establish an initial measure of parent participation through the parent survey and through the numbers of parents attending parent events and parent programs

ACTUAL

Parent Connectedness - Parents typically reported their highest ratings in the survey on opportunities to contribute to helping their child's school (69th percentile) and their school communicating a clear direction for the future (62nd percentile). Parents identified a need for assistance in feeling empowered to play a meaningful role in school-wide decision making (49th percentile) and being included in planning school activities (52 percentile).

Parent Participation

810 parent/family surveys were completed (3%)

1944 (7%) parents participated in parent events; 1577 at District events including Leadership Training, Family Conference, Health and Wellness Faire, and Transition to High School; 367 at site events, including: Parent Project, Padres Promotores, ParentVue workshops, and Financial Aid Workshops

5916 Parents have an active ParentVue account (24%)

ACTIONS / SERVICES

Action **4-1-1**

Actions/Services	<p>PLANNED Provide regular school/home communication in the appropriate home language and regular updates to student progress on Parent VUE/Student VUE.</p>	<p>ACTUAL 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>
Expenditures	<p>BUDGETED \$40,000 Sup/Con</p>	<p>ESTIMATED ACTUAL \$4870 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating</p>

Action **4-2-1**

<u>Actions/Services</u>	<p>PLANNED Provide a parent/student/staff survey to allow for input and feedback into District programs and services</p>	<p>ACTUAL A parent/student/staff survey was conducted through the online platform youthtruth.com; Student and Staff response rates were over 68%. However parent response rates were 3% (810) of potential parent respondents. Plans for increasing parent survey responses will be a primary point of emphasis for next year's survey.</p>
Expenditures	<p>BUDGETED \$35,000 Sup/Con</p>	<p>ESTIMATED ACTUAL \$22,000 Sup/Con; Services & Other Operating</p>

Action **4-3-1**

[Actions/Services](#)

PLANNED
Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports an understanding of the requirements for high school graduation as well as UC a-g college entrance requirements, and career education opportunities.

ACTUAL
Workshops for parents with information on high school success and college going were held at CIHS, FHS, OHS, PHS, and RMHS serving approximately 161 parents. District workshops were held on these topics serving 326 parents. Plans for increasing parent attendance at these workshops will be a primary point of emphasis for next year's parent programming.

Expenditures

BUDGETED
\$40,000 Sup/Con

ESTIMATED ACTUAL
\$6918 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating

Action **4-4-1**

[Actions/Services](#)

PLANNED
Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports the use of educational technology by students and parents as well as the use of Parent VUE.

ACTUAL
Workshops on Parent Vue were held at CIHS, FHS, and HHS serving a total of 144 parents. Plans for increasing Parent Vue workshops will be a primary point of emphasis for next year's parent programming.

Expenditures

BUDGETED
\$40,000 Sup/Con

ESTIMATED ACTUAL
\$5579 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating

Action **4-5-1**

[Actions/Services](#)

PLANNED
Provide afternoon, evening, and weekend programming for parents in the appropriate home language that allows parents to support their students' academic progress.

ACTUAL
Parent programming including Leadership Training (91 parents); a Family Conference (686 parents); Health and Wellness (280 parents); and Mental Health Awareness (30 parents) were held by the District for parents at all sites. Plans for continuing to increase parent workshop attendance will be a primary point of emphasis for next year's programming.

Expenditures

BUDGETED
\$40,000 Sup/Con

ESTIMATED ACTUAL
\$6360 Sup/Con; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating

Action **4-6-1**

[Actions/Services](#)

PLANNED
Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents in the appropriate home language that supports high school graduation as well as college and career readiness for ALL students.

ACTUAL
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. Additionally the Parent Liaison communicates site council and LCAP community meeting times and locations to parents and insures translation services are provided.

Expenditures

BUDGETED
\$125,000 Title One

ESTIMATED ACTUAL
\$127,711 Title One; Classified Salary & Benefits

ANALYSIS

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 parent programming was provided. Relative to the number of parents in the District (some 25,000) the number of parents participating (1944 in 2016-2017) is far below optimal numbers. Continued recruitment of parents in the appropriate home language and canvassing parents for the topics that are of interest is continuing.

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

The District will continue planned actions and services to increase and improve parent and family involvement. Each school site is creating a recruitment plan to increase parent participation in site and District programming. Particularly these services will target parents and families of EL, LI, FY, and SWD students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With the exception of Action 4-6-1 the parent liaison, the budget expenditures and estimated actuals for Goal 4 did not match. In Action 4-1-1, 4-3-1, 4-4-1, and 4-5-1 school sites did not create specific programming for parents on these topics, the topics were covered in four District-wide parent events that created the estimated actual expense. This was discussed extensively in the District LCAP committee during the school year and for 17-18 each site has a goal to create two parent events outside of back to school night and open house for parents on these or other relevant topics. Additionally, expenditures for action 4-2-1 Parent Survey decreased by \$13,000 dollars to \$22,000 as the youthtruth.com survey came in with a total cost of \$66,000 dollars payable over three school years.

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 and LCAP) provided a number of suggestions regarding increasing participation in parent programming and improving input during decision making processes. District and sites were advised to schedule program later in the evenings (after 6p) or on weekends to increase access for parents. Additionally parents requested more direct contact with teachers and counselors during parent events.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

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, community advocacy groups, site and District administrators, as well as Teacher and Counselor representatives. The Committee reviewed the LCFF and Supplemental/Concentration funding model, progress to 16-17 LCAP goals and among other activities, analyzed student data including, but not limited to: D/F rates, A-G completion, and parent/student survey results. The Committee provided input on the combining of 16-17 Goal's 1 (Instruction) and 2 (Materials & Technology) into 17-18 Goal 1 (Instruction) and the expansion of 16-17 Goal 3 (PBIS) into 17-18 Goals 2 (College & Career Readiness) and Goal 3 (PBIS).

The District LCAP Advisory Committee meetings:

1/31/17; 3/28/17; 5/2/17; 5/30/17

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

Site LCAP advisory meetings were held during the month of February. 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 16-17 LCAP Goals/Actions/Services on English Learners, Low Income students, and Foster Youth attending the school site.

Additional annual update stakeholder meetings (16-17) :

ACHS parents 2/16/17; ACHS ELAC 2/9/17; ACHS staff 2/14/17; ACHS students 2/16/17; CHS parents 2/16/17; CHS ELAC 2/9/17; CHS staff 2/14/17
CIHS parents 2/16/17; CIHS ELAC 2/9/17; CIHS staff 2/14/17; CIHS students 2/16/16; FHS parents 2/16/17; FHS staff 2/14/17; FHS students 2/16/17
HHS parents 2/9/17; HHS ELAC 2/9/17; HHS staff 2/14/17; HHS students 2/14/17; OHS parents 2/23/17; OHS ELAC 2/23/17; OHS staff 2/14/17; OHS students 2/16/17; PHS parents 2/23/17; PHS ELAC 2/23/17; PHS staff 2/14/17; PHS students 2/16/17; RCHS parents 2/9/17; RCHS ELAC 2/9/17; RCHS staff 2/14/17;
RCHS students 2/16/17; RMHS parents 2/9/17; RMHS ELAC 2/23/17; RMHS staff 2/14/17; RMHS students 2/16/17

Additional Stakeholder meetings to discuss LCAP: District Parent Council 4/3/17; English Learner Advisory Committee 4/19/17;

Public Hearing on LCAP 6/7/17 School Board Meeting - *No questions for the Superintendent requiring a written response were received during Public Hearing*

LCAP adoption 6/26/17 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 further refine the focus of the District on four goal areas: Instruction, College and Career Readiness, and Positive Behavior Intervention and Support. 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.

As the school year progressed the new District ed-tech department Learning Support Services created a connection between technology and instruction that did not previously exist. This input supported the decision to fold the current technology goal for the District into the overall Instructional goal.

Updates were made to the LCAP Goals for 2017-2018 to reflect the input received with 2016-2017 Goal 3 becoming Goal 2 – College and Career Readiness and Goal 3 – Positive Behavior Intervention and Support.

Many of the Actions and Services in the 2017-2018 were updated and refined to provide additional support for the District's LCAP goals. These included the addition of the SAT for all grade 11 students (Goal 2), the systemic development of a Multi-Tiered System of Support with PBIS as a foundation (Goal 3), and the formalizing of teacher leadership within the Instructional goals and plans of the District (Goal 1).

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Modified

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:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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
English Learner Progress Indicator Increase Re-Designated Fluent English Proficient (RFEP) percentage	13%	15%	17%	18%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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%	86%	87%	88%
<i>Graduation Rate Indicator</i> Increase percent of EL students graduating	68%	70%	71%	72%
<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%	55%	56%	57%
<i>College & Career Indicator</i> <i>CAASPP English Language</i> <i>Arts/EAP</i> Increase percent of ALL students scoring Standard Exceeded	19%	21%	23%	25%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>College & Career Indicator</i> <i>CAASPP English Language Arts/EAP</i> Increase percent of ALL students scoring Standard Met</p>	33%	36%	39%	42%
<p><i>College & Career Indicator</i> <i>CAASPP English Language Arts/EAP</i> Increase percent of EL students scoring Standard Exceeded & Standard Met</p>	Exceeded = 0% Met = 6%	Exceeded = 5% Met = 8%	Exceeded = 7% Met = 10%	Exceeded = 10% Met = 12%
<p><i>College & Career Indicator</i> <i>CAASPP English Language Arts/EAP</i> Increase percent of LI students scoring Standard Exceeded & Standard Met</p>	Exceeded = 13% Met = 32%	Exceeded = 15% Met = 35%	Exceeded = 17% Met = 37%	Exceeded = 20% Met = 40%
<p><i>College & Career Indicator</i> <i>CAASPP English Language Arts/EAP</i> Increase percent of FY students scoring Standard Exceeded & Standard Met</p>	Exceeded = 0% Met = 18%	Exceeded = 5% Met = 20%	Exceeded = 7% Met = 22%	Exceeded = 10% Met = 24%
<p><i>College & Career Indicator</i> <i>CAASPP English Language Arts/EAP</i> Increase percent of students scoring Above Standard on English Language Arts Claims in Reading</p>	ALL = 21% EL = 1% LI = 7%	ALL = 23% EL = 5% LI = 10%	ALL = 25% EL = 7% LI = 12%	ALL = 27% EL = 10% LI = 14%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><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</p>	ALL = 29% EL = 2% LI = 22%	ALL = 32% EL = 5% LI = 25%	ALL = 34% EL = 7% LI = 27%	ALL = 36% EL = 10% LI = 30%
<p><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</p>	ALL = 16% EL = 1% LI = 12%	ALL = 20% EL = 5% LI = 5%	ALL = 22% EL = 7% LI = 17%	ALL = 24% EL = 10% LI = 20%
<p><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</p>	ALL = 32% EL = 4% LI = 26%	ALL = 35% EL = 7% LI = 30%	ALL = 37% EL = 9% LI = 32%	ALL = 40% EL = 11% LI = 34%
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Exceeded</p>	7%	10%	12%	14%
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Met</p>	17%	20%	22%	25%
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met</p>	Exceeded = 0% Met = 2%	Exceeded = 5% Met = 5%	Exceeded = 7% Met = 7%	Exceeded = 10% Met = 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met</p>	<p>Exceeded = 3% Met = 13%</p>	<p>Exceeded = 5% Met = 15%</p>	<p>Exceeded = 7% Met = 17%</p>	<p>Exceeded = 10% Met = 20%</p>
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met</p>	<p>Exceeded = 0% Met = 0%</p>	<p>Exceeded = 5% Met = 5%</p>	<p>Exceeded = 7% Met = 7%</p>	<p>Exceeded = 10% Met = 10%</p>
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of students scoring Above Standard on Mathematics Claims in Concepts/Procedures</p>	<p>ALL = 14% EL = 1% LI = 5%</p>	<p>ALL = 17% EL = 5% LI = 8%</p>	<p>ALL = 20% EL = 7% LI = 10%</p>	<p>ALL = 24% EL = 10% LI = 12%</p>
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Problem Solving/Data Analysis</p>	<p>ALL = 11% EL = 0% LI = 22%</p>	<p>ALL = 14% EL = 5% LI = 25%</p>	<p>ALL = 17% EL = 7% LI = 27%</p>	<p>ALL = 20% EL = 10% LI = 30%</p>
<p><i>College & Career Indicator</i> CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Communicating Reasoning</p>	<p>ALL = 10% EL = 1% LI = 5%</p>	<p>ALL = 13% EL = 5% LI = 8%</p>	<p>ALL = 16% EL = 7% LI = 10%</p>	<p>ALL = 20% EL = 10% LI = 12%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>Local Indicator – Implementation of Academic Standards – CAASPP Interim Assessments</i></p> <p>CAASPP Interim Assessments in ELA & Mathematics</p>	<p>Establish baseline performance on CAASPP Interim Assessments in ELA & Mathematics</p>			
<p><i>Local Indicator – Implementation of Academic Standards - Dropout Rate</i></p> <p>Decrease percent of students identified as ‘dropouts’</p>	8.4%	8.0%	7.7%	7.4%
<p><i>Local Indicator – Implementation of Academic Standards - State Seal of Bi-literacy</i></p> <p>Increase number of students earning their high school diploma with the State Seal of Bi-literacy</p>	from 394 to	414	424	440
<p><i>Local Indicator – Implementation of Academic Standards - Academic Performance Index</i></p>	N/A	N/A	N/A	N/A

PLANNED ACTIONS / SERVICES

Action **1-1-1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

Amount	\$40,000 S/C
Source	Sup/Con
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits

2019-20

Amount	\$45,000 S/C
Source	Sup/Con
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits

Action **1-2-1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

\$35,250 S/C

Source

Sup/Con

Budget Reference

PD, Extra Time;
Certificated Salaries/Benefits

2018-19

Amount

\$40,000 S/C

Source

Sup/Con

Budget Reference

PD, Extra Time;
Certificated Salaries/Benefits

2019-20

Amount

\$42,000 S/C

Source

Sup/Con

Budget Reference

PD, Extra Time;
Certificated Salaries/Benefits

Action **1-3-1**

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount

\$35,250 S/C; \$100,000 EE

Source

LCFF Sup/Con; Educator Effectiveness

Budget Reference

PD, Extra Time; Certificated Salaries/Benefits

2018-19

Amount

\$40,000 S/C

Source

LCFF Sup/Con;

Budget Reference

PD, Extra Time; Certificated Salaries/Benefits

2019-20

Amount

\$40,000 S/C

Source

LCFF Sup/Con;

Budget Reference

PD, Extra Time; Certificated Salaries/Benefits

Action **1-4-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18

Amount

\$35,250 Sup/Con;
\$100,000 Ed Effect

Source

Sup/Con; Educator Effectiveness

Budget Reference

Teacher PD, Extra Time at sites
Certificated Salaries/Benefits

2018-19

Amount

\$40,000 Sup/Con

Source

Sup/Con

Budget Reference

Teacher PD, Extra Time at sites
Certificated Salaries/Benefits

2019-20

Amount

\$42,000 Sup/Con

Source

Sup/Con

Budget Reference

Teacher PD, Extra Time at sites
Certificated Salaries/Benefits

Action **1-5-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

\$35,250 S/C; \$100,000 CTEIG

Source

Sup/Con; CTE Incentive Grant

Budget Reference

PD, Extra Time
Certificated Salaries/Benefits

2018-19

Amount

\$40,000 S/C;
\$100,000 CTEIG

Source

Sup/Con; CTE
Incentive Grant

Budget
Reference

PD, Extra Time
Certificated
Salaries/Benefits

2019-20

Amount

\$42,000 S/C

Source

Sup/Con

Budget
Reference

PD, Extra Time
Certificated Salaries/Benefits

Action **1-6-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

\$893,092,092 S/C; \$700,000 Lottery; \$1,000,000 Base

Source

Sup/Con; Lottery; Base

Budget Reference

COWS, Tech Subscriptions, Textbooks, Supplementary Materials; Books and Supplies

2018-19

Amount

\$895,000 S/C; \$700,000 Lottery; \$500,000 Base

Source

Sup/Con; Lottery; Base

Budget Reference

COWS, Tech Subscriptions, Textbooks, Supplementary Materials; Books and Supplies

2019-20

Amount

\$905,000 S/C; \$700,000 Lottery; \$500,000 Base

Source

Sup/Con; Lottery; Base

Budget Reference

COWS, Tech Subscriptions, Textbooks, Supplementary Materials; Books and Supplies

Action **1-7-1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$884,997 S/C; \$100,000 Ed Effect; \$145,000 T3	Amount	\$975,000 S/C; \$155,000 T3	Amount	\$985,000 S/C ; \$165,000 T3
Source	Sup/Con; Educator Effectiveness; Title 3	Source	Sup/Con; Title 3	Source	Sup/Con; Title 3
Budget Reference	Site Coaches, Site Content Leads, District LDC's, Teacher PD Extra Time at sites; Certificated Salaries/Benefits	Budget Reference	Site Coaches, Site Content Leads, District LDC's, Teacher PD Extra Time at sites; Certificated Salaries/Benefits	Budget Reference	Site Coaches, Site Content Leads, District LDC's, Teacher PD Extra Time at sites; Certificated Salaries/Benefits

Action **1-8-1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount

\$201822 S/C; \$100,000 Ed Effect

Source

Sup/Con; Educator Effectiveness

Budget Reference

Site Tech Coach Stipends
District Ed Tech LDC; Certificated Salaries/Benefits

2018-19

Amount

\$236,000 S/C

Source

Sup/Con

Budget Reference

Site Tech Coach Stipends
District Ed Tech LDC; Certificated Salaries/Benefits

2019-20

Amount

\$246,000 S/C

Source

Sup/Con

Budget Reference

Site Tech Coach Stipends
District Ed Tech LDC; Certificated Salaries/Benefits

Action **1-9-1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All District Teachers will be appropriately assigned and credentialed.

2018-19

New Modified Unchanged

All District Teachers will be appropriately assigned and credentialed.

2019-20

New Modified Unchanged

All District Teachers will be appropriately assigned and credentialed.

BUDGETED EXPENDITURES

2017-18

Amount

\$175,000 T2

Source

Title 2

Budget
Reference

Teacher Induction Program;
Teacher Mentors; Certificated
Salaries/Benefits; Services & Other
Operating

2018-19

Amount

\$185,000 T2

Source

Title 2

Budget
Reference

Teacher Induction
Program; Teacher
Mentors; Certificated
Salaries/Benefits;
Services & Other
Operating

2019-20

Amount

\$195,000 T2

Source

Title 2

Budget
Reference

Teacher Induction Program; Teacher
Mentors; Certificated
Salaries/Benefits; Services & Other
Operating

New Modified 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:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL 1, 2, 3,

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
<p><i>College & Career Indicator – UC A-G coursework completion rate</i></p> <p>Increase percent of ALL students completing UC A-G coursework</p>	27.5%	29%	31%	34%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>College & Career Indicator – UC A-G coursework completion rate</i></p> <p>Increase percent of student subgroups completing UC A-G coursework</p>	<p>EL = 3.6%</p> <p>LI = ----</p> <p>FY = ----</p>	<p>EL = 5%</p> <p>LI = ----</p> <p>FY = ----</p>	<p>EL = 7%</p> <p>LI = ----</p> <p>FY = ----</p>	<p>EL = 10%</p> <p>LI = ----</p> <p>FY = ----</p>
<p><i>College & Career Indicator – Increase Advanced Placement enrollment percentage</i></p>	21%	25%	28%	31%
<p><i>College & Career Indicator - Increase Advanced Placement Exam Yield</i></p>	81%	85%	88%	90%
<p><i>College & Career Indicator – Increase Advanced Placement Exam Pass Rate</i></p>	43.8%	46%	48%	50%
<p><i>College & Career Indicator - Improve PSAT scores</i></p>	<p>Gr 11 Total = 889(36%)</p> <p>Gr 11 ELA = 447(39%)</p> <p>Gr 11 Math = 442(35%)</p> <p>Gr 10 Total = 846(34%)</p> <p>Gr 11 ELA = 424(37%)</p> <p>Gr 10 Math = 422(34%)</p>	<p>Gr 11 Total = (38%)</p> <p>Gr 11 ELA = (40%)</p> <p>Gr 11 Math = (37%)</p> <p>Gr 10 Total = (36%)</p> <p>Gr 11 ELA = (39%)</p> <p>Gr 10 Math = (36%)</p>	<p>Gr 11 Total = (39%)</p> <p>Gr 11 ELA = (41%)</p> <p>Gr 11 Math = (38%)</p> <p>Gr 10 Total = (37%)</p> <p>Gr 11 ELA = (36%)</p> <p>Gr 10 Math = (37%)</p>	<p>Gr 11 Total = (39%)</p> <p>Gr 11 ELA = (41%)</p> <p>Gr 11 Math = (38%)</p> <p>Gr 10 Total = (37%)</p> <p>Gr 11 ELA = (38%)</p> <p>Gr 10 Math = (37%)</p>
<p><i>College & Career Indicator - Senior completion of 2 or 4 year college application</i></p>	100%	100%	100%	100%
<p><i>College & Career Indicator – Senior completion of FAFSA</i></p>	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>College & Career Indicator – Increase OUHSD Career Academy participation rate</i>	14%	18%	20%	22%
<i>College & Career Indicator - Increase CTE Pathway participation</i>	Participant (1y) = 25% Concentrator(2y) =16% Capstone (3y) = 6%	Participant (1y) = 28% Concentrator(2y) =18% Capstone (3y) = 8%	Participant (1y) = 30% Concentrator(2y) = 20% Capstone (3y) = 8%	Participant (1y) = 32% Concentrator(2y) =22% Capstone (3y) = 10%
<i>Local Indicator – Implementation of Academic Standards</i> Decrease percentage of students earning D’s & F’s	Establish Baseline			

Action **2-1-1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: UCSB @ CIHS/RMHS Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18

Amount

\$32750 S/C; \$25,000 Ed Effect; \$70,000 T1; \$25,000 CRBG

Source

Sup/Con; Educator Effectiveness; Title 1; College Readiness Block Grant

Budget Reference

STEMpact, UCSB Counselor, Articulation, Teacher/Staff PD, Extra Time at sites; Certificated Salaries & Benefits; Books & Supplies

2018-19

Amount

\$34000 S/C; \$70,000 T1; \$25,000 CRBG

Source

Sup/Con; Educator Effectiveness; Title 1; College Readiness Block Grant

Budget Reference

STEMpact, UCSB Counselor, Articulation, Teacher/Staff PD, Extra Time at sites; Certificated Salaries & Benefits; Books & Supplies

2019-20

Amount

\$36000 S/C; \$70,000 T1; \$25,000 CRBG

Source

Sup/Con; Educator Effectiveness; Title 1; College Readiness Block Grant

Budget Reference

STEMpact, UCSB Counselor, Articulation, Teacher/Staff PD, Extra Time at sites; Certificated Salaries & Benefits; Books & Supplies

Action **2-2-1**

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: UCSB @ CIHS/RMHS <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$32,750 S/C; \$25,000 CRBG

Amount

\$34,000 S/C;
\$25,000 CRBG

Amount

\$36,000 S/C;

Source

Sup/Con; College Readiness Block Grant

Source

Sup/Con; College Readiness Block Grant

Source

Sup/Con; College Readiness Block Grant

Budget Reference

Teacher PD, Extra Time at sites;
Certificated Salaries & Benefits

Budget Reference

Teacher PD, Extra Time at sites;
Certificated Salaries & Benefits

Budget Reference

Teacher PD, Extra Time at sites;
Certificated Salaries & Benefits

Action **2-3-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: ACHS, CIHS, HHS, OHS, PHS, RMHS Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$172,132 S/C; \$50,000 CRBG

Amount

\$175,750 S/C;
\$50,000 CRBG

Amount

\$185,750 S/C;

Source

Sup/Con; College Readiness Block Grant

Source

Sup/Con; College Readiness Block Grant

Source

Sup/Con; College Readiness Block Grant

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

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

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

Action **2-4-1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$32,750 S/C; \$240,000 CRBG	Amount	\$32,750 S/C; \$240,000 CRBG	Amount	\$32,750 S/C;
Source	Sup/Con; College Readiness Block Grant	Source	Sup/Con; College Readiness Block Grant	Source	Sup/Con; College Readiness Block Grant
Budget Reference	PSAT9/PSAT/SAT; Services & Other Operating	Budget Reference	PSAT9/PSAT/SAT; Services & Other Operating	Budget Reference	PSAT9/PSAT/SAT; Services & Other Operating

Action **2-5-1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: IB @ RMHS Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

\$143,215 S/C; \$50,000 Ed Effect;
\$200,000 CRBG

Source

Sup/Con; Educator Effectiveness;
College Readiness Block Grant

Budget Reference

AP Fees; IB Fees; PD, Extra Time;
Certificated Salary & Benefits;
Textbooks & Materials; Services &
Other Operating

2018-19

Amount

\$175,750 S/C;
\$200,000 CRBG

Source

Sup/Con; Educator Effectiveness;
College Readiness Block Grant

Budget Reference

AP Fees; IB Fees; PD, Extra Time;
Certificated Salary & Benefits;
Textbooks & Materials; Services &
Other Operating

2019-20

Amount

\$175,750 S/C

Source

Sup/Con; Educator Effectiveness;
College Readiness Block Grant

Budget Reference

AP Fees; IB Fees; PD, Extra Time;
Certificated Salary & Benefits;
Textbooks & Materials; Services &
Other Operating

Action **2-6-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount

\$137,504 S/C; \$630,000 T1

Source

Sup/Con; Title 1

Budget Reference

Additional Counselors, CP Counselors, Counselor PD, Extra Time at Sites; Certificated Salaries/Benefits

2018-19

Amount

\$137,750 S/C; \$630,000 T1

Source

Sup/Con; Title 1

Budget Reference

Additional Counselors, CP Counselors, Counselor PD, Extra Time at Sites; Certificated Salaries/Benefits

2019-20

Amount

\$137,750 S/C; \$630,000 T1

Source

Sup/Con; Title 1

Budget Reference

Additional Counselors, CP Counselors, Counselor PD, Extra Time at Sites; Certificated Salaries/Benefits

Action **2-7-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]_____

Location(s)

All schools Specific Schools:_____ Specific Grade spans:_____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,900,000 CTEIG	Amount \$1,900,000 CTEIG	Amount Pending CTE Funding Model
Source CTEIG	Source CTEIG	Source
Budget Reference Career Academies; Career Pathways; PD; Extra Time; Certificated Salaries & Benefits; Textbooks & Materials; Equipment; Services & Other Operating	Budget Reference Career Academies; Career Pathways; PD; Extra Time; Certificated Salaries & Benefits; Textbooks & Materials; Equipment; Services & Other Operating	Budget Reference Career Academies; Career Pathways; PD; Extra Time; Certificated Salaries & Benefits; Textbooks & Materials; Equipment; Services & Other Operating

New Modified **X** Unchanged

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:

STATE **X** 1 2 3 4 **X** 5 **X** 6 7 **X** 8
 COE 9 10
 LOCAL 1, 2, 3, 5

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
<i>Local Indicator – School Climate - CA Healthy Kids Survey</i> Increase student connectedness	Establish baseline measure of student connectedness on CA Healthy Kids Survey	---	---	---
<i>Local Indicator – School Climate - Student, Staff, & Parent Survey</i> Increase student participation in the survey	68%	80%	84%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>Local Indicator – School Climate - Student, Staff, & Parent Survey</i></p> <p>Increase positive student responses to student connectedness measures</p>	<p>College Readiness = 25%</p> <p>Academic Rigor = 26%</p> <p>Student Engagement = 27%</p>	<p>College Readiness = 30%</p> <p>Academic Rigor = 31%</p> <p>Student Engagement = 32%</p>	<p>College Readiness = 35%</p> <p>Academic Rigor = 36%</p> <p>Student Engagement = 37%</p>	<p>College Readiness = 40%</p> <p>Academic Rigor = 41%</p> <p>Student Engagement = 42%</p>
<p><i>Suspension Rate Indicator – Discipline Incidents</i></p> <p>Decrease incidents of student discipline</p>	11057	9951 (-10%)	8956 (-10%)	8061 (-10%)
<p><i>Suspension Rate Indicator – Expulsion Incidents</i></p> <p>Decrease incidents of expulsion</p>	60	54 (-10%)	49 (-5%)	44 (-5%)
<p><i>Chronic Absenteeism Indicator - Attendance and Chronic Absenteeism Rate</i></p> <p>Increase District Average Daily Attendance; Decrease Chronic Absenteeism</p>	<p>ADA = 95.1%</p> <p>C. Absentee = 19.76%</p>	<p>ADA = 96.1%</p> <p>C. Absentee = 18.75%</p>	<p>ADA = 96.7%</p> <p>C. Absentee = 17.50%</p>	<p>ADA = 97.2%</p> <p>C. Absentee = 16.00%</p>

Action **3-1-1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18

Amount	\$381,988 S/C
Source	Sup/Con
Budget Reference	Site Coaches, Teacher/Staff PD, PBIS Materials; Certificated Salary/Benefits; Classified Salary/Benefits; Books & Supplies; Services & Other Operating

2018-19

Amount	\$390,000 S/C
Source	Sup/Con
Budget Reference	Site Coaches, Teacher/Staff PD, PBIS Materials; Certificated Salary/Benefits; Classified Salary/Benefits; Books & Supplies; Services & Other Operating

2019-20

Amount	\$400,000 S/C
Source	Sup/Con
Budget Reference	Site Coaches, Teacher/Staff PD, PBIS Materials; Certificated Salary/Benefits; Classified Salary/Benefits; Books & Supplies; Services & Other Operating

Action **3-2-1**

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount

\$360,000 S/C; \$100,000 Ed Effect;

Source

Sup/Con; Educator Effectiveness; Title 1

Budget Reference

Tutoring, Social Work, Wellness, Extra Time; Certificated

2018-19

Amount

\$360,000 S/C;
\$100,000 Ed Effect;

Source

Sup/Con; Educator Effectiveness; Title 1

Budget Reference

Tutoring, Social Work, Wellness, Extra Time; Certificated

2019-20

Amount

\$360,000 S/C; \$100,000 Ed Effect;

Source

Sup/Con; Educator Effectiveness; Title 1

Budget Reference

Tutoring, Social Work, Wellness, Extra Time; Certificated

Action **3-3-1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$38,750 S/C; \$15,000 T1

Source 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

2018-19

Amount \$40,000 S/C ; \$15,000 T1

Source 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

2019-20

Amount \$42,000; \$15,000 T1

Source 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

Action **3-4-1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide CALSAFE programming for pregnant and parenting teens

Provide CALSAFE programming for pregnant and parenting teens

Provide CALSAFE programming for pregnant and parenting teens

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$300,000 S/C \$400,000 Base

Amount

\$300,000 S/C
\$400,000 Base

Amount

\$300,000 S/C \$400,000 Base

Source

Sup/Con; Base

Source

Sup/Con; Base

Source

Sup/Con; Base

Budget Reference

CALSAFE program for pregnant and parenting teens; Services & Other Operating

Budget Reference

CALSAFE program for pregnant and parenting teens; Services & Other Operating

Budget Reference

CALSAFE program for pregnant and parenting teens; Services & Other Operating

Action **3-5-1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

\$8000 S/C; \$1,900,000 RRM

Source

Sup/Con; Routine Restricted Maintenance

Budget Reference

SARC reports; Routine Restricted Maintenance; Services & Other operating

2018-19

Amount

\$8000 S/C;
\$1,900,000 RRM

Source

Sup/Con; Routine Restricted Maintenance

Budget Reference

SARC reports;
Routine Restricted Maintenance;
Services & Other operating

2019-20

Amount

\$8000 S/C; \$1,900,000 RRM

Source

Sup/Con; Routine Restricted Maintenance

Budget Reference

SARC reports; Routine Restricted Maintenance; Services & Other operating

New

Modified

Unchanged

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:

STATE 1 2 **X** 3 4 **X** 5 **X** 6 7 **X** 8
COE 9 10
LOCAL 1, 3

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
Local Indicator – Parent Engagement – Parent Survey Increase parent survey participation	810 (3%)	40%	45%	50%
Local Indicator – Parent Engagement – Parent Survey Increase positive parent survey responses	Contributing = 69% Decision Making = 49% Planning = 52%	Contributing = 72% Decision Making = 52% Planning = 55%	Contributing = 75% Decision Making = 55% Planning = 58%	Contributing = 77% Decision Making = 57% Planning = 60%
Local Indicator – Parent Engagement – Parent Survey Increase overall parent program participation	All Events = 1944 Site Events = 367	All Events = 2500 Site Events = 600	All Events = 2650 Site Events = 675	All Events = 2800 Site Events = 725

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>Local Indicator – Parent Engagement – Parent Program attendance</i></p> <p>Increase active parent participation in ParentVUE</p>	Active ParentVUE = 5916	Active ParentVUE = 6500	Active ParentVUE = 7000	Active ParentVUE = 7500

Action **4-1-1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide regular school/home information through communication and outreach in the appropriate home language and regular updates to ParentVUE.	Provide regular school/home information through communication and outreach in the appropriate home language and regular updates to ParentVUE.	Provide regular school/home information through communication and outreach in the appropriate home language and regular updates to ParentVUE.

BUDGETED EXPENDITURES

2017-18

Amount

\$45,000 S/C

Source

Sup/Con

Budget Reference

Extra Time, Translation, Parent VUE Training; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating

2018-19

Amount

\$46,000 S/C

Source

Sup/Con

Budget Reference

Extra Time, Translation, Parent VUE Training; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating

2019-20

Amount

\$48,000 S/C

Source

Sup/Con

Budget Reference

Extra Time, Translation, Parent VUE Training; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating

Action **4-2-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18

Amount

\$34000 S/C

Source

Sup/Con

Budget Reference

Youthtruth.com survey; Extra Time; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating

2018-19

Amount

\$34000 S/C

Source

Sup/Con

Budget Reference

Youthtruth.com survey; Extra Time; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating

2019-20

Amount

\$34000 S/C

Source

Sup/Con

Budget Reference

Youthtruth.com survey; Extra Time; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating

Action **4-3-1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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, and 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

New Modified Unchanged

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, and 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

2017-18

Amount

\$90,000 S/C

Source

Sup/Con

Budget Reference

Extra Time at Sites, Evening/Weekend Meetings; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating

2018-19

Amount

\$92,000 S/C

Source

Sup/Con

Budget Reference

Extra Time at Sites, Evening/Weekend Meetings; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating

2019-20

Amount

\$94,000 S/C

Source

Sup/Con

Budget Reference

Extra Time at Sites, Evening/Weekend Meetings; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating

Action **4-4-1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$125,000

Source

Title 1

Budget Reference

Parent Liaison position; Classified Salaries & Benefits

2018-19

Amount

\$127,000

Source

Title 1

Budget Reference

Parent Liaison position; Classified Salaries & Benefits

2019-20

Amount

\$130,000

Source

Title 1

Budget Reference

Parent Liaison position; Classified Salaries & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 23,572,804

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 provided 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.

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