

LCFF Budget Overview for Parents

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

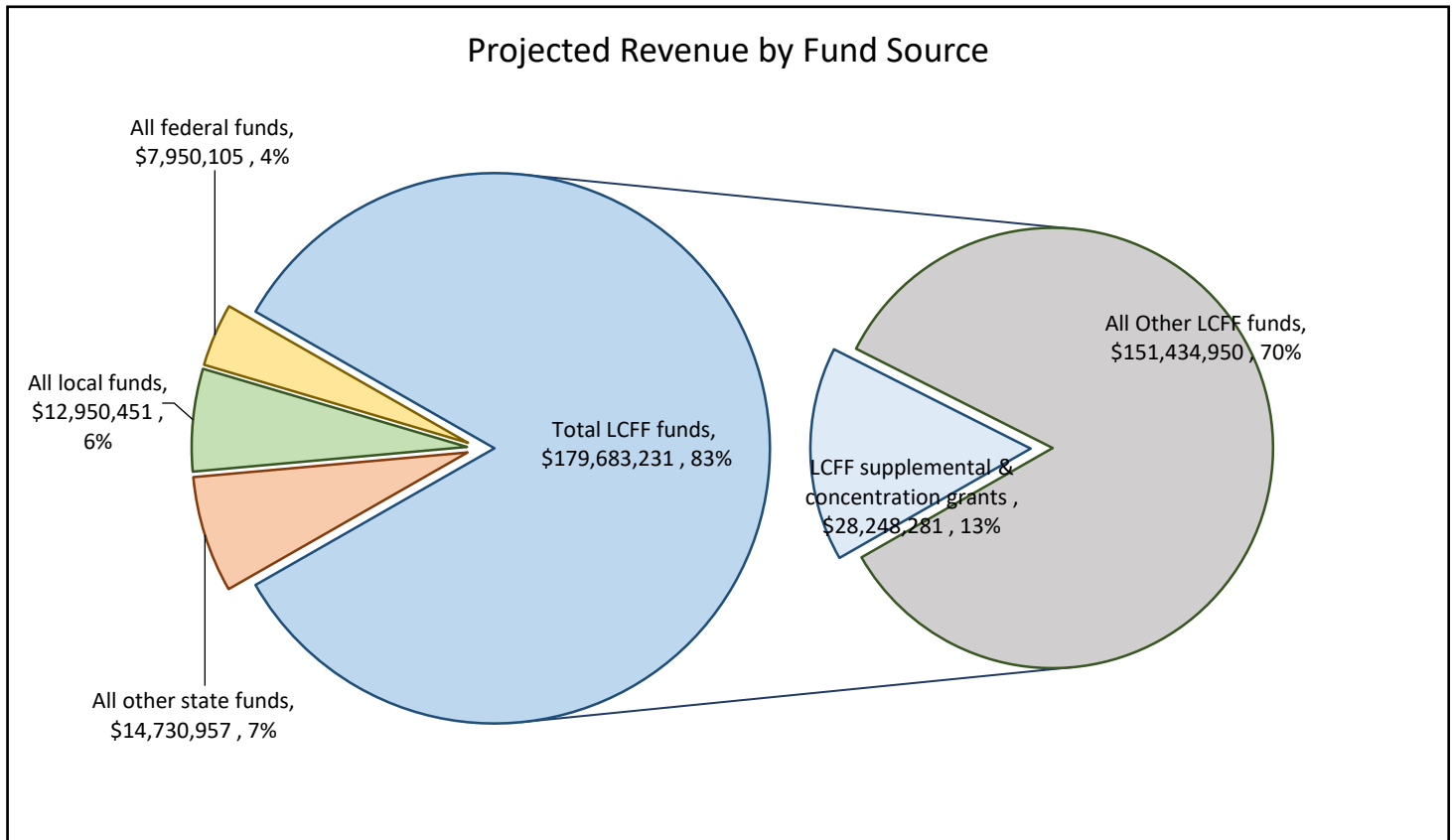
CDS Code: 56-72546

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Dr. Tom McCoy

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

Budget Overview for the 2019-2020 LCAP Year

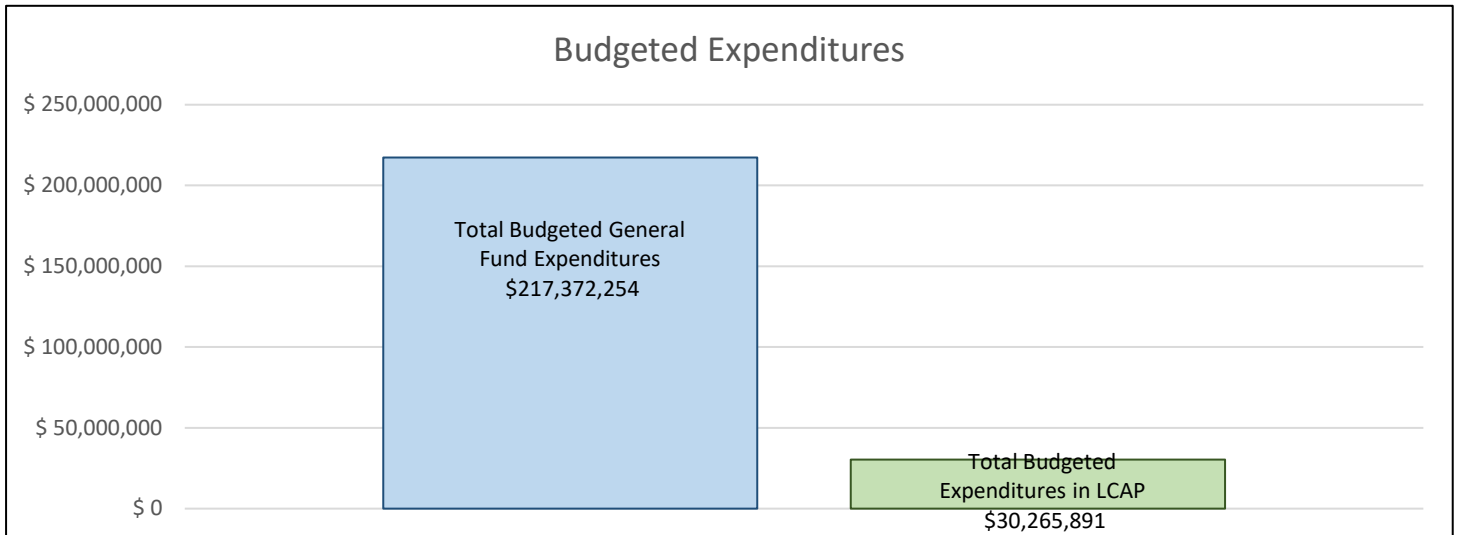


This chart shows the total general purpose revenue Oxnard Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Oxnard Union High School District is \$215,314,744.00, of which \$179,683,231.00 is Local Control Funding Formula (LCFF), \$14,730,957.00 is other state funds, \$12,950,451.00 is local funds, and \$7,950,105.00 is federal funds. Of the \$179,683,231.00 in LCFF Funds, \$28,248,281.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Oxnard Union High School District plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Oxnard Union High School District plans to spend \$217,372,254.00 for the 2019-2020 school year. Of that amount, \$30,265,891.00 is tied to actions/services in the LCAP and \$187,106,363.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

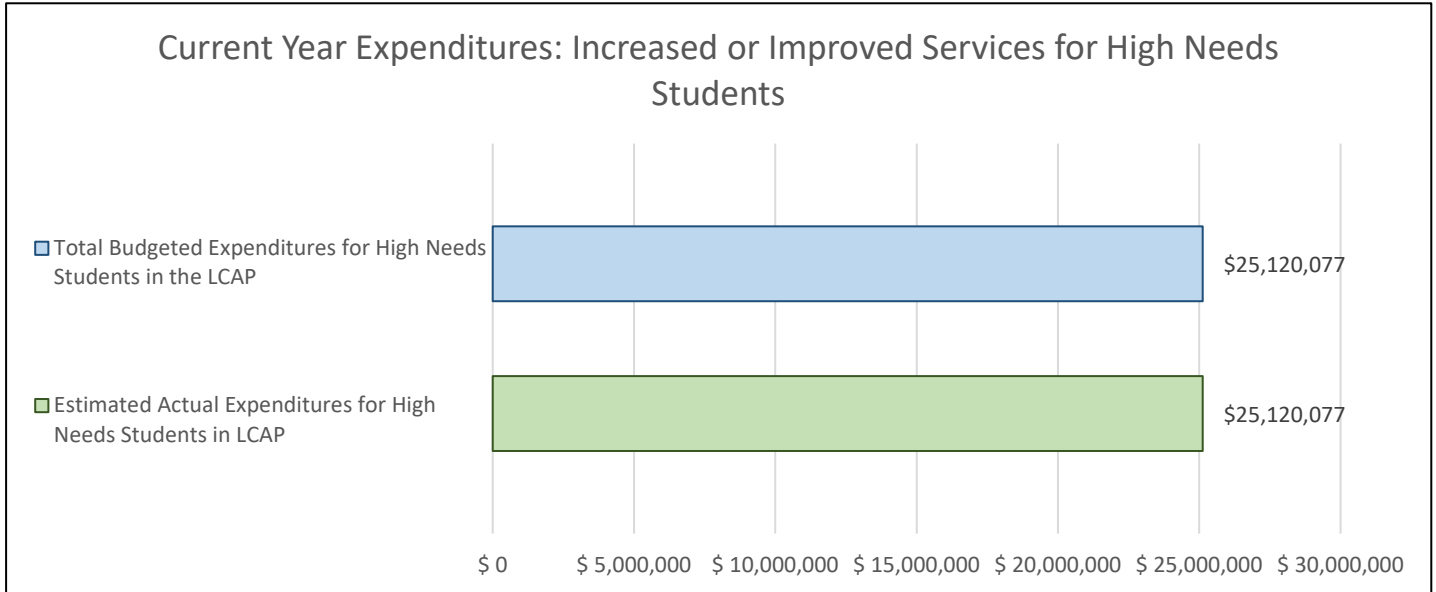
Expenditures not included in the LCAP are the District's basic operations. This includes instructional materials and supplies as well as technology infrastructure. Also included are school administrators, certificated staff, classified staff, para-educators, and support staff who are critical to the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

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Oxnard Union High School District is projecting it will receive \$28,248,281.00 based on the enrollment of foster youth, English learner, and low-income students. Oxnard Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Oxnard Union High School District plans to spend \$30,265,891.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



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

In 2018-2019, Oxnard Union High School District's LCAP budgeted \$25,120,077.00 for planned actions to increase or improve services for high needs students. Oxnard Union High School District estimates that it will actually spend \$25,120,077.00 for actions to increase or improve services for high needs students in 2018-2019.

Local Control Accountability Plan and Annual Update

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Oxnard Union High School District	Dr. Tom McCoy Assistant Superintendent Educational Services	thomas.mccoy@oxnardunion.org (805) 278-5551

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

LCAP Highlights

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

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

Goal 1: Instruction - To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons. 9 Actions/Services (pp. 37 to 57) \$13.28M

Goal 2: College & Career Readiness - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation. 5 Actions/Services (pp. 58 to 71) \$2.14M

Goal 3: Multi-Tiered Systems of Intervention & Support - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior strategies, multi-tiered wellness interventions, and safe school programs. 5 Actions/Services (pp. 72 to 82) \$12.65M

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. 82 to 90) \$178K

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 2018 reporting for the California School Dashboard for OUHSD shows a performance level of Green for the College and Career Indicator. This is reflected by the District UC/CSU a-g completion rate improving for All students, Low Income students and Foster Youth. The District is continuing to support intentional college and career readiness through the school day PSAT and SAT and cost reductions for AP Exams (Goal 2). The District also shows a performance level of Green for Suspension Rate and is demonstrating a reduction in Suspension over the past two school years. Additionally, the District was able to exit Differentiated Assistance for Foster Youth with a 6.25% reduction in Foster Youth suspension rate. The suspension rates of English Learners and African American students continues to be an ongoing concern and area for focus. The District continues to focus on clear achievable academic and social objectives for students through ongoing PBIS training and the implementation of wellness programs (Goal 3). All local indicators for OUHSD show 'met' on the 2018 reporting for the California School Dashboard.

Referring to the California School Dashboard, 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 2018 reporting for the California School Dashboard for OUHSD shows a performance level of Orange on both the English Language Arts (ELA) and Mathematics Indicators for All students, Students with Disabilities (Math) African American students, and Hispanic students. Particularly concerning are the progress of English Learners (EL), Low Income (LI), Students with Disabilities (ELA), and Homeless students all with a performance level of Red in ELA and Math. 2018 CAASPP data identified declines in English Learner performance in ELA from 9% Meeting/Exceeding standards to 3% and declines in CAASPP Math performance from 3% Meeting/Exceeding standards to 1%. Low Income (LI) students

showed a decline from 40% to 29% Meets/Exceeds standards in ELA and a decline from 18% to 12% Meets/Exceeds standards in Mathematics. The District identified performance gaps on the 2018 reporting of the California School Dashboard in ELA: African American students (Orange), Hispanic students (Orange), Students with Disabilities (Red), English Learners (Red), Homeless students (Red), and LI students (Red) showed performance gaps of two or more performance levels from Asian students (Blue), Filipino students (Green) and White students (Green). In Mathematics. African American students (Orange), Hispanic students (Orange), Students with Disabilities (Orange), English Learners (Red), Homeless students (Red), and LI students (Red) showed performance gaps of two or more performance levels from Asian students (Blue) and White students (Green). Given these results OUHSD is participating in Differentiated Assistance with the Ventura County Office of Education. The initial Root Cause Analysis created building blocks of the Differentiated Assistance plan to improve EL, LI, FY, Homeless as well as significant ethnic subgroup student outcomes in ELA and Math. The initial three components are actions/services within LCAP goal 1: Lesson Study, Instructional Rounds, and the English Learner Response Team. Lesson Study is a collaborative, peer to peer, Teacher led professional learning. In Lesson Study Teachers will collaboratively plan a common lesson, observe one another teaching the lesson, and debrief regarding pre-selected student outcomes. Each lesson will include a language development strategy as well as an inquiry and engagement strategy. Through the observation and debriefing Teachers will identify best practices and plan instructional changes to better support English Learners. Instructional Rounds will be collaboratively led classroom walkthroughs with site administrators and teachers identifying elements of student engagement and participation in lessons through reading, writing, and speaking. Instructional Rounds will occur within and across sites. Each site will also continue to convene an English Learner Response Team (ELRT). Each site ELRT consists of ELD and general education Teachers, site counseling staff, and site administration. The ELRT will use ELPAC scores and D/F rates to identify English Learner students in three groups: on track (to college/career readiness), support required, and not on track to graduate from high school. Following identification, the ELRT will implement different supports for each group of students. To further develop supports for EL and LI students who are not on track to graduate and with the EL Suspension rate progress indicator in Red the District has Targeted academic intervention through class size reduction and content literacy in Goal 1 and modified Goal 3 as an overall approach to Multi-Tiered Systems of Support. This includes ongoing training in Positive Behavior Intervention & Support, Site Intervention Specialists to systematically implement MTSS as well as facilitated social and wellness interventions to better assist students and families facing barriers to student achievement resulting from circumstances outside the classroom.

Referring to the California School Dashboard, 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

In the 2018 reporting for the California Dashboard the District identified performance gaps for four student subgroups in Suspension Rate from the All student performance level of Green (5.68%). To better serve these students: English Learners/Red (11.07%), African American students/Red (11.5%), Students with Disabilities/Orange (13.68%), and students who are Two or More Races/Orange the District is building interventions through Goal 3 – Multi-Tiered Systems of Support. To build better relationships and connections to school Goal 3 Actions/Services include but are not limited to: ongoing Positive Behavior Intervention and Support training for staff as well as support for cultural proficiency training and culturally relevant activities like the Young Black Scholars program for African American students. Site Intervention Specialists are assigned to each campus to provide connectivity to academic, socio-emotional and health/wellness interventions. The District is additionally exploring community partnerships for alternative to suspension programs for suspensions related to alcohol and drug use. The District also identified gaps between All students and Foster Youth in Graduation Rate (Yellow vs. Red) and College/Career Readiness (Green vs. Orange). To better serve Foster Youth the counselors are specifically assigned to Foster Youth and review with them the alternative AB 216 graduation requirements and provide weekly check-ins on academic and social issues and regular communication with the Foster Family. Additionally, the site Student Intervention Specialist provides socio-emotional support and referrals to community agencies as needs arise for the Foster Youth.

Comprehensive Support and Improvement

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

Schools Identified

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

Frontier (Continuation) High School – Graduation Rate

Support for Identified Schools

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

The District, in partnership with the Ventura County Office of Education conducted a needs assessment. This included a review of the school's areas of strength and areas for growth using a Fidelity Integrity Assessment (FIA). The needs assessment also reviewed the FHS Single Plan for Student Achievement and the WASC Action Plan that followed the successful six-year accreditation given to FHS this Spring 2019. Resources supporting Frontier from the General Fund, Supplemental and Concentration Funding, as well as Title 1, 2, 3, and 4 were also reviewed as a component of plan development.

Monitoring and Evaluating Effectiveness

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

The CSI plan identifies evidence-based interventions and associated outcomes for plan elements that include both performance and perception data. At the end of each Trimester, the Superintendent and Principal meet to review plan elements through student outcomes including but not limited to: D/F rates, students on track to graduate, students on track for a-g completion, suspension data, and attendance data. Annually students, staff, and parents/families take a perception survey that additionally informs the CSI plan. To inform and revise the School Plan for Student Achievement for the following school year, Frontier will conduct a Plan Evaluation as a component of the cycle of continuous improvement.

Annual Update

LCAP Year Reviewed: 2018-2019

Goal 1

Instruction

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

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, State Standards, Student Achievement, Course Access, Student Outcomes

Local Priorities/Board Goals: College & Career Readiness, Multi-Tiered Systems of Support, Instruction, Literacy & Language Proficiency

Annual Measurable Outcomes

Expected

Actual

English Learner Progress Indicator

Increase Re-Designated Fluent English Proficient (RFEP) percentage from: 18% to 19%

18% of District students Re-Designated Fluent English Proficient

English Learner Progress Indicator

Increase percent of students Advanced and Early Advanced - CELDT/ELPAC

Advanced = increase to 14%

Early Advanced = increase to 37%

ELPAC - Well Developed (Advanced) = 20.1%

ELPAC - Moderately Developed (Early Advanced) = 26.1%

Expected

Actual

<p><i>Graduation Rate Indicator</i> Increase percent of students graduating from 87.3% to 89%</p>	<p>District graduation rate decreased to 85.2% in the updated four-year cohort CA Dashboard calculation</p>
<p><i>Graduation Rate Indicator</i> Increase percent of EL students graduating from 75.3% to 87%</p>	<p>EL graduation rate decreased to 72.5% in the updated four-year cohort CA Dashboard calculation</p>
<p><i>Graduation Rate Indicator</i> Increase percent of LI students graduating from 85.9% to 84%</p>	<p>LI graduation rate decreased to 83% in the updated four-year cohort CA Dashboard calculation</p>
<p><i>Graduation Rate Indicator</i> Increase percent of FY students graduating from 64.9% to 66%</p>	<p>FY graduation rate decreased to 60.5%</p>
<p><i>ELA Academic Indicator CAASPP English Language Arts/EAP</i> Increase percent of ALL students scoring Standard Exceeded from 18% to 20%</p>	<p>ALL Standard exceeded maintained at 18%</p>
<p><i>ELA Academic Indicator CAASPP English Language Arts</i> Increase percent of ALL students Standard Met from 29% to 33%</p>	<p>All Standard met declined from 29% to 25%</p>
<p><i>ELA Academic Indicator CAASPP English Language Arts</i> Increase percent of EL students scoring Standard Exceeded & Standard Met Exceeded = from 1% to 7% Met = from 8% to 10%</p>	<p>EL Exceeded declined from 1% to 0% EL Met declined from 8% to 3%</p>
<p><i>ELA Academic Indicator CAASPP English Language Arts</i> Increase percent of LI students scoring Standard Exceeded & Standard Met Exceeded = from 13% to 15% Met = from 27% to 35%</p>	<p>LI Exceeded declined from 13% to 8% LI Met declined from 27% to 21%</p>

Expected

Actual

ELA Academic Indicator CAASPP English Language Arts
 Increase percent of FY students scoring Standard Exceeded & Standard Met
 Exceeded = from 5% to 7%
 Met = from 18% to 31%

FY Exceeded declined to 0%
 FY Met declined to 14%

ELA Academic Indicator CAASPP English Language Arts
 Increase percent of students Above Standard on ELA Claims in Reading
 ALL = from 23% to 25%
 EL = from 2% to 7%
 LI = from 18% to 20%

All Above Standard maintained at 23%
 EL Above Standard declined from 2% to 1%
 LI Above Standard declined from 18% to 12%

ELA Academic Indicator CAASPP English Language Arts
 Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Writing
 ALL = from 27% to 30%
 EL = from 2% to 5%
 LI = from 21% to 24%

All Above Standard declined from 27% to 24%
 EL Above Standard declined from 2% to 0%
 LI Above Standard declined from 21% to 13%

ELA Academic Indicator CAASPP English Language Arts
 Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Listening

All Above Standard declined from 22% to 16%
 EL Above Standard declined from 7% to 1%
 LI Above Standard declined from 15% to 8%

Expected

Actual

ELA Academic Indicator CAASPP English Language Arts

Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Research

ALL = from 28% to 32%

EL = from 3% to 6%

LI = from 23% to 32%

All Above Standard declined from 28% to 26%

EL Above Standard declined from 3% to 2%

LI Above Standard declined from 23% to 15%

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of ALL students scoring Standard Exceeded from 8% to 10%

All Standard exceeded improved from 8% to 9%

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of ALL students scoring Standard Met 16% to 18%

All Standard met declined from 16% to 15%

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of EL students Standard Exceeded & Standard Met

Exceeded = from 0% to 5%

Met = from 3% to 7%

EL Exceeded no change from 0% to 0%

EL Met declined from 3% to 1%

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of LI students Standard Exceeded & Standard Met

Exceeded = from 5% to 7%

Met = from 13% to 15%

LI Exceeded declined from 5% to 3%

LI Met declined from 13% to 9%

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of FY students Standard Exceeded & Standard Met

Exceeded = from 0% to 5%

Met = from 0% to 5%

FY Exceeded no change from 0% to 0%

FY Met no change from 0% to 0%

Expected

Actual

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of students scoring Above Standard on Mathematics Claims in Concepts/Procedures

ALL = 15% to 20%

EL = 2% to 7%

LI = 11% to 13%

All Above Standard improved from 15% to 16%

EL Above Standard declined from 2% to 1%

LI Above Standard declined from 11% to 6%

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of ALL students scoring Above Standard on Mathematics Claims in Problem Solving/Data Analysis

ALL = from 11% to 17%

EL = from 1% to 7%

LI = from 7% to 27%

All Above Standard improved from 11% to 12%

EL Above Standard declined from 1% to 0%

LI Above Standard declined from 7% to 5%

Mathematics Academic Indicator CAASPP Mathematics

Increase percent of ALL students scoring Above Standard on Mathematics Claims in Communicating Reasoning

ALL = from 10% to 14%

EL = from 1% to 5%

LI = from 7% to 10%

All Above Standard improved from 10% to 12%

EL Above Standard no change from 1% to 1%

LI Above Standard declined from 7% to 5%

*Local Indicator – Implementation of Academic Standards
- Dropout Rate*

Decrease percent of students as ‘dropouts’ from 8.3% to 7.7%

Dropout rate decreased from 8.4% to 8.3%

Expected

Actual

*Local Indicator – Implementation of Academic Standards -
State Seal of Bi-literacy*

Increase number of students earning their high school diploma with the State Seal of Bi-literacy to 404

Students earning the State Seal of Bi-Literacy decreased to 390

*Local Indicator – Implementation of Academic Standards
– CAASPP Interim Assessments*

Removing this Metric from the LCAP

*Local Indicator – Implementation of Academic Standards -
Academic Performance Index*

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

*Local Indicator Implementation of Academic Standards –
Middle School Drop Out Rate*

We are a High School District (9-12 only) we do not serve any Middle Schools

Actions / Services

Action 1-1-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional planning and professional learning that supports the High School Diploma as a minimum and provides college and career readiness for ALL students, through the development and implementation of instructional goals, and instructional strategies at each school site aligned to the California Content Standards</p>	<p>Professional Development was conducted to support the revision or authoring of district courses to meet UC/CSU a-g requirements and to train teachers in updated California subject area content standards (ELD, NGSS, Math, Social Science, ELA) with a focus on Planning, Inquiry, and Engagement</p>	<p>\$4,423,869 S/C Certificated Salaries = \$2,795,289 2. Classified Salaries = \$586,456 3. Benefits = \$768,897 4. Books & Supplies = \$30,584 5. Services & Operating = \$46,478 6. Indirect= \$196,165</p>	<p>\$3,566,186 S/C Certificated Salaries = \$2,124,114 2. Classified Salaries = \$175,770 3. Benefits = \$878,161 4. Books & Supplies = \$80,325 5. Services & Operating = \$109,122 6. Indirect= \$168,694</p>

Action 1-2-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>ACHS, CIHS, HHS, OHS, PHS, RMHS continue to have Bell Schedule meetings to study differentiated bell schedules</p>	<p>\$5,232 S/C Certificated Salaries = \$4,167 2. Benefits = \$833 3. Indirect = \$232</p>	<p>\$0 S/C Certificated Salaries = \$0 2. Benefits = \$0 3. Indirect = \$0</p>

Action 1-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional Lesson Study that supports the collaborative development of equitable, rigorous, accessible, and engaging lessons. Including support for common planning, peer to peer observation, and review of student work designed to inform subsequent lesson development.</p>	<p>Professional Development was conducted training teacher leaders in lesson study. Some department job alike teams and new teachers conducted collaborative lesson study processes during the school year.</p>	<p>\$27,483 S/C 1. Certificated Salaries = \$21,884 2. Benefits = \$4,380 3. Indirect = \$1,219</p>	<p>\$3,006 S/C 1. Certificated Salaries = \$1,130 2. Benefits = \$226 3. Indirect = \$168 4. Services & Operating = \$1,481</p>

Action 1-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional planning and professional learning designed to support English Learners, particularly Long-Term English Learners, with literacy strategies, interventions, coursework, and collaboration through a site based English Learner Response Team (ELRT) that creates access to Re-designation as Fluent English Proficient (RFEP), UC a-g course completion, and career pathway completion</p>	<p>Site teams participated in year three of English Learner Response Training with VCOE; Training was conducted to insure the ELPAC was given in support of the Re-Designation of English Learners. Teachers of English Learners attended job alike meetings.</p>	<p>\$185,961 S/C Certificated Salaries = \$80,905 2. Classified Salaries = \$41,500 3. Benefits = \$27,792 4. Books & Supplies = \$14,500 5. Services & Operating = \$13,018 6. Indirect = \$8,246</p>	<p>\$214,323 S/C Certificated Salaries = \$51,999 2. Classified Salaries = \$3,538 3. Benefits = \$10,788 4. Books & Supplies = \$31,864 5. Services & Operating = \$104,174 6. Indirect = \$11,960</p>

Action 1-5-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional planning and professional learning designed to support ALL students' access to open educational resources (OER) including the development of instructional units, lessons, flex books, and projects connected to real world topics, careers, and concepts requiring critical thinking and problems solving through the California content standards</p>	<p>District Teams of Teachers build OER courses in Biology of the Living Earth; Chemistry of Earth Systems, and Health</p>	<p>\$62,784 S/C Certificated Salaries = \$41,663 2. Benefits = \$8,337 3. Services & Operating = \$10,000 4. Indirect = \$2,784</p>	<p>\$5,710 S/C Certificated Salaries = \$2,430 2. Benefits = \$486 3. Services & Operating = \$2,622 4. Indirect = \$172</p>

Action 1-6-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Technology devices, services, and supplemental print and electronic materials including access to on-line and print resources through school libraries and Teacher Librarians that support equitable, rigorous, accessible, and engaging lessons for ALL students</p>	<p>Educational technology subscriptions were provided to support classroom learning. Classroom based student devices, one to one devices at some sites, as well as classroom projection, and listening/speaking technology were also provided. School Library collections were updated, and School Libraries are being transitioned to also serve as Digital Learning centers</p>	<p>\$3,130,617 S/C 1. Certificated Salaries = \$660,841 2. Benefits = \$270,170 3. Books & Supplies = \$968,617 4. Services & Operating=\$1,092,170 5. Indirect = \$138,819</p>	<p>\$4,226,720 S/C 1. Certificated Salaries = \$617,676 2. Benefits = \$261,942 3. Books & Supplies = \$2,078,929 4. Services & Operating=\$1,027,222 5. Indirect = \$235,559 6. Capital Outlay=\$5,392</p>

Action 1-7-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional coaching with District level Learning Design Coaches working with site instructional coaches to build instructional capacity and student efficacy through site instructional leadership teams, site literacy initiatives, and student projects requiring critical thinking and problem solving</p>	<p>Learning Design coaches in ELA, ELD, Science, Social Science, and Math worked with District teachers to lead 'job alike' professional development to align instruction to the CA content standards with a focus on Planning, Inquiry, and Engagement. District courses were revised to meet student need and enhance opportunities for A-G completion. Site Instructional Coaches and Site Content Leads provide a foundation for the site Instructional Leadership Team</p>	<p>\$844,324 S/C 1. Certificated Salaries = \$593,586 2. Classified Salaries = \$4,250 3. Benefits = \$209,049 4. Indirect = \$37,439</p>	<p>\$743,608 S/C 1. Certificated Salaries = \$517,292 2. Classified Salaries = \$0 3. Benefits = \$175,301 4. Indirect = \$41,495 5. Books & Supplies = \$320 6. Services & Operating = \$9,200</p>

Action 1-8-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional development and training on educational technology with District Level Educational Technology staff and site Tech Coaches supporting the use educational technology as a component of an equitable, rigorous, accessible, and engaging lesson.</p>	<p>A week long ed tech boot camp was held along with several follow ups to promote technology infused instruction. Site Tech Ed Tech Ed Camps were held. Teachers preparing for the roll-out of 1/1 student devices participated in T3 training to promote Digital Learning and Inquiry in 1/1 classrooms.</p>	<p>\$1,332,137 S/C 1. Certificated Salaries = \$439,342 2. Classified Salaries = \$344,788 3. Benefits = \$386,672 4. Services & Operating = \$102,265 5. Indirect = \$59,070</p>	<p>\$1,365,483 S/C 1. Certificated Salaries = \$496,764 2. Classified Salaries = \$359,485 3. Benefits = \$399,382 4. Services & Operating = \$33,655 5. Indirect = \$76,197</p>

Action 1-9-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All District Teachers will be appropriately assigned and credentialed. Additional FTE will be assigned to sites to provide targeted intervention through class size reduction/content literacy activities in Grade 9 math and ELD courses</p>	<p>Of 706 Total Credentialed Teachers, 6 are not 'effective' via credential, 39 Teachers earned 'experienced' status by completing two years of successful teaching and completing teacher induction. 7 FTE were assigned to sites to provide targeted intervention and class size reduction in Grade 9 Math and ELD courses.</p>	<p>\$1,373,855 S/C 1. Certificated Salaries = \$921,320 2. Benefits = \$391,615 3. Indirect = \$60,920 \$150,000 Title 2</p>	<p>\$617,837 S/C 1. Certificated Salaries = \$466,461 2. Benefits = \$116,865 3. Indirect = \$34,477 4. Classified Salaries = \$34 \$153,537 Title 2</p>

Analysis

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

Success for 2018-2019 include the site Instructional Leadership Team built capacity define and provide Collaborative Teacher Led Professional Learning during available collaboration time at each site. 150 Teachers were trained in the T3 Digital Learning Model to support the roll out of 1/1 student devices school wide as a pedagogical shift for the 19-20 school year. Additional successes included the development of three OER courses and more than 400 Teachers participating in gamified educational technology professional learning. Also, of note, in year three of the English Learner Response Team, each site identified all EL's at the site by performance level to set up the sites to target interventions to individual students in the 19-20 school year.

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

Progress in ELA and Math continues to be an area of concern and focus for the District. For the 2018 reporting year on the CA Dashboard the District was Orange for All Students and Red in ELA and Math for English Learners, Homeless Students, Low Income Students and Red in ELA for Special Education Students. To begin to address these areas, Quarterly, Principals are reviewing key interim data sets, D/F rates, on Track to Graduate, and progress to a-g completion with the Superintendent to begin to develop interim progress indicators that will inform the development of professional learning through the site Instructional Leadership Team. The District is now also in Differentiated Assistance for English Learners ELA, Math, and Suspension Rate. Through the Differentiated Assistance process the District is developing protocols for Lesson Study and Instructional Rounds that will support participation by all District Teachers and Administrators in 19-20

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget differences in Action/Service 1110, Professional Development were due to the use of expiring one-time funds in the College Readiness Block Grant and additional monies available in Title 2 due an FPM adjustment. The work of Bell Schedule change is occurring during the school day and faculty meetings resulting in no expenditures from Action/Service 1210 this Action/Service is being updated in the 2019-2020 LCAP. Lesson Study was done in voluntary Teacher teams in 2018-2019 resulting in lower expenditures in Action/Service 1310. In Action/Service 1510 additional student devices were purchased and distributed across the District. Intervention Teaching positions in Action/Service 1910 were not implemented until later in the school year, resulting in reduced expenditures.

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

There were no significant changes made to Goal 1. Most planned actions and services were developed and implemented. Based on achievement data, student, staff, and community input, and the requirements of Differentiated Assistance the District will continue to develop the actions/services in Goal 1 with a shift in action/service 1-2-1-0 to a focus on Instructional Rounds. Support for the 1/1 student device roll out at CIHS, HHS, FHS, and Condor HS is an increasing part action/service 1-6-1-0. In action/service 1-8-1-0 there is additional focus on inquiry and engagement strategies that will be developed and supported by professional learning and Educational Technology

Goal 2

Instruction

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

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, State Standards, Course Access, Student Engagement, Student Achievement, Student Outcomes

Local Priorities/Board Goals: College & Career Readiness, Multi-Tiered Systems of Support, Instruction, Literacy & Language Proficiency

Annual Measurable Outcomes

Expected	Actual
<i>College & Career Indicator – UC A-G coursework completion rate</i> Increase percent of ALL students completing UC A-G coursework from 35% to 38%	All students A-G improved from 35% to 38%
<i>College & Career Indicator – UC A-G coursework completion rate</i> Increase percent of student subgroups completing UC A-G coursework EL to 5% LI to 30% FY to 10%	EL students A-G declined from 3% to 2.3% LI students A-G improved from 28% to 33.5% FY students A-G improved from 8% to 11%
<i>College & Career Indicator – Increase Advanced Placement enrollment percentage from 24.7% to 28%</i>	All student AP enrollment increased from 21% to 24.7% of 16,636 students

Expected

Actual

<p><i>College & Career Indicator</i> - Increase Advanced Placement Exam Yield from 79% to 85%</p>	<p>Students taking at least one AP exam as a percentage of all students taking at least one AP course (yield) declined to 74.4%</p>
<p><i>College & Career Indicator</i> – Increase Advanced Placement Exam Pass Rate from 44% to 48%</p>	<p>All student AP exam pass rate improved from 44% to 46%</p>
<p><i>College & Career Indicator</i> - Improve PSAT scores:</p> <p>Gr 11 All Students score 889; 20% meeting both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score 450; 44% meeting ERW benchmarks for college readiness Gr 11 All Students Math score 445 22% meeting Math benchmarks for college readiness Gr 10 All students score 845 20% meeting both ERW and Math benchmarks for college readiness Gr 10 All students ERW score 426 44% meeting ERW benchmarks for college readiness Gr 10 All students Math score 422 21% meeting Math benchmarks for college readiness</p>	<p>Gr 11 All Students Total Exam score declined from 882 to 881; 19% met both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score increased from 445 to 446; 43% met ERW benchmarks for college readiness Gr 11 All Students Math score declined from 437 to 435 21% met Math benchmarks for college readiness Gr 10 All students Total Exam score declined from 837 to 829 19% met both ERW and Math benchmarks for college readiness Gr 10 All students ERW score declined from 420 to 419 43% met ERW benchmarks for college readiness Gr 10 All students Math score declined from 417 to 410 20% met Math benchmarks for college readiness</p>
<p><i>College & Career Indicator</i> - Senior completion of 2 or 4-year college application; goal is 100% annually</p>	<p>62% of District Seniors completed a two-year application 26% of District Seniors completed a four-year college application</p>
<p><i>College & Career Indicator</i> – Senior completion of FAFSA is 100% annually</p>	<p>75% of District Seniors completed a FAFSA</p>

Expected

Actual

College & Career Indicator – Increase OUHSD Career Academy participation rate from 18% to 20%

OUHSD Career Academy participation decreased from 14% to 11.25%

College & Career Indicator - Increase CTE Pathway participation Intro/Participant (1y) from 16% to 20%

Intro/Participant (1y) declined from 16% to 13%

Concentrator(2y) from 20% to 24%

Concentrator (2y) improved from 16% to 26%

Capstone (3y) from 13% to 16%

Capstone (3y) improved from 13% to 15 %

Local Indicator – Implementation of Academic Standards

Decrease percentage of students earning D's & F's Establish Baseline

All students D/F rate for 2018-2019 (S1) is 20.5%

All students D/F (S1) 18%

All students D rate for 2018-2019 (S1) is 11.1%

All students D (s1) 9%

All students F rate for 2018-2019 (S1) is 9.5%

All students F (S1) is 9%

EL Baseline (S1)

EL (S1) D/F 34.0%; D's 16.5%; F's 17.5%

D/F 30%; D's 14%; F's 16%

LI Baseline (S1)

LI (S1) D/F 22.9%; D's 12%; F's 10.9%

D/F 20%; D's 10%; F's 10%

FY Baseline (S1)

FY (S1) D/F 43.3%; D's 15.8%; F's 27.5%

D/F 36%; D's 14%; F's 22%

Actions / Services

Action 2-1-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop and implement partnerships with colleges, universities, local businesses, and partner school districts that create access to post high school opportunities for ALL students.</p>	<p>The District engaged with two year and four-year college as partners. This included the Transcript Evaluation Service through UCSB to better identify UC eligibility; UCSB EAOP counselors; CSUCI STEmpact; Oxnard College for Robotics; College Visits, Financial Aid presentations, and parent information nights for high school parents and incoming freshman parents</p>	<p>\$251,963 S/C 1. Services & Operating = \$251,963 \$25,000 CRBG</p>	<p>\$240,017 S/C 1. Services & Operating = \$240,017 \$20,912 CRBG</p>

Action 2-2-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Seniors will complete a 2 and/or 4year college application as well as the Federal Application for Student Aid (FAFSA)</p>	<p>Each school site worked with Oxnard College and VCCCD to have seniors fill out two-year college applications during the school day. Four-year applications were supported by site counselors, AVID, UCSB EAO counselors, and other university presentations and partnerships. Each school site also hosted numerous events during the school day and after school to promote the FAFSA and DREAM act financial aid applications.</p>	<p>\$70,947 S/C 1. Certificated Salaries = \$9,000 2. Benefits = \$1,801 3. Services & Operating = \$57,000 4. Indirect = \$3,146</p>	<p>\$1,981 S/C 1. Certificated Salaries = \$399 2. Benefits = \$85 3. Services & Operating = \$1,186 4. Indirect = \$111 5. Classified Salaries = \$200</p>

Action 2-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide support and professional learning for the Advancement Via Individual Determination (AVID) Program at ACHS, CIHS, HHS, OHS, PHS, and RMHS</p>	<p>During 2018-2019 59 district teachers attended the AVID summer institute for training, bringing the number of AVID trained district teachers to 245. Across the district 1,767 students are enrolled the AVID elective which provides additional support for college and career readiness through tutoring, college visits, guest speakers, and specific study skills and habits.</p>	<p>\$408,281 S/C 1. Certificated Salaries = \$41,868 2. Classified Salaries = \$144,276 3. Benefits = \$57,332 4. Books & Supplies = \$905 5. Services & Operating = \$145,796 6. Indirect = \$18,104</p>	<p>\$349,002 S/C 1. Certificated Salaries = \$44,670 2. Classified Salaries = \$131,826 3. Benefits = \$32,608 4. Books & Supplies = \$6,154 5. Services & Operating = \$114,269 6. Indirect = \$19,475</p>

Action 2-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide the PSAT 9 to ALL grade 9 students, the PSAT to ALL grade 10 and grade 11 students and the SAT to ALL grade 11 students and Grade 12 students, as well as a review of the results as a college readiness experience</p>	<p>All District students in Grade 9 took the October PSAT 9; All District students in Grade 10 and Grade 11 took the October PSAT; All District students in Grade 11 took the March (school day) SAT. All District students in Grade 12 took the October (school day) SAT. Students were provided with results which were reviewed and linked to additional help through their college board account.</p>	<p>\$311,723 S/C 1. Certificated Salaries = \$2,000 2. Benefits = \$400 3. Books & Supplies = \$20,000 4. Services & Operating = \$275,500 5. Indirect = \$13,823</p>	<p>\$12,545 S/C 1. Certificated Salaries = \$1,214 2. Benefits = \$240 3. Books & Supplies = \$7,454 4. Services & Operating = \$2,937 5. Indirect = \$700</p>

Action 2-5-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support and professional learning for the Advanced Placement & International Baccalaureate Programme	Professional development and training for AP teachers and IB teachers was provided. Students were given opportunities to attend Saturday AP/IB prep sessions and other tutoring outside the school day. RMHS is implementing year one of the IB Middle Years Programme and Career Programme	\$341,610 S/C 1. Certificated Salaries = \$77,504 2. Benefits = \$29,362 3. Books & Supplies = \$9,133 4. Services & Operating = \$210,463 5. Indirect = \$15,148	\$246,601 S/C 1. Certificated Salaries = \$106,252 2. Benefits = \$39,871 3. Books & Supplies = \$2,090 4. Services & Operating = \$84,627 5. Indirect = \$13,761

Action 2-6-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional Counselors at each site for focus on EL, LI, and FY youth. All counselors at each site will develop college and career readiness programming, partner district articulation and targeted academic interventions to support closing the achievement gap.	The district provides 7 Categorical Program counselors and one Frosh Counselor above the site allocation for counselors to serve EL and FY students. All District counselors were provided with monthly professional development on topics that include but are not limited to: a-g readiness, financial aid, transcript evaluation service, two and four year college applications, socio-emotional student needs, homeless and foster youth services. Counselors also provide outreach to incoming freshmen to prepare them for enrollment in high school and college ready futures.	\$181,166 S/C; \$630,000 T1 1. Certificated Salaries = \$79,691 2. Classified Salaries = \$22,871 3. Benefits = \$52,941 4. Services & Operating = \$17,630 5. Indirect = \$8,033	\$243,751 S/C; \$859,688 T1 1. Certificated Salaries = \$75,994 2. Classified Salaries = \$24,036 3. Benefits = \$44,344 4. Services & Operating = \$81,648 5. Indirect = \$11,015 6. Books & Supplies = \$6,714

Action 2-7-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional support and professional learning in support of Career Academies and Career Pathways that connect students to 2 and 4-year college opportunities, work-based learning experiences and high need/high wage career opportunities in Ventura County.</p>	<p>CTE programs in the district were aligned, both pathways and pathways within academies, to a local two-year college program, a four-year college program, and local high need/high wage careers. CTE teachers were provided professional development and training in their course and exposure to their industry sector through advisory boards and site visits. Students participated in work-based learning experiences (field trips, job shadows, internships) and attended ROP courses both on campus and off campus.</p>	<p>\$578,460 S/C; \$1,100,000 CTEIG 1. Certificated Salaries = \$362,614 2. Classified Salaries = \$50,395 3. Benefits = \$138,361 4. Services & Operating = \$1,440 5. Indirect = \$25,650</p>	<p>\$542,723 S/C; \$2,063,544 CTEIG 1. Certificated Salaries = \$309,166 2. Classified Salaries = \$51,930 3. Benefits = \$149,902 4. Services & Operating = \$1,440 5. Indirect = \$30,285</p>

Analysis

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

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

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

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

All District students improved A-G completion percentage by 3% to 38% and Low-Income students improved A-G completion by 5.5% to 33.5%; Advanced Placement enrollment and pass rate increased. PSAT scores declined slightly overall. 62% of seniors completed a two-year college application and 26% completed a four-year college application with 75% completing the FAFSA/DREAM act financial aid application. CTE participation increased in the pathway sequence of concentrator courses (+10%), and capstone coursework (+2%). For the 2018 Reporting year on the CA Dashboard the District had a Green College/Career Indicator for All Students as well as a Green indicator for Low Income Students, African American Students, and Hispanic Students. The College/Career indicator for Foster Youth was Orange and will require additional study.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action/Service 2210 the District was unable to determine how to invoice four-year colleges for the application fees and did not want to pay students directly. These procedures are being researched and a smaller pilot amount is included for 2019-2020. Action/Service 2410 was supported by the expiring College Readiness Block Grant which supported the cost of the Districtwide PSAT and SAT.

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

Based on current achievement data as well as community, staff, and student input OUHSD will continue to develop the actions and services in Goal 2 to promote intentional college and career readiness with the high school diploma as a minimum. 2019-2020 will again have a goal of 100% of seniors completing a two year or four college application, 100% of seniors completing FAFSA/DREAM Financial Aid applications, and continuing increases to CTE participation leading to post-secondary opportunities and high need high wage careers in Ventura County. Actions and Services in Goal 2 for 2019-2020 with funding adjustments include: an increase to Action/Service 2410 with the sunset of the College Readiness Block Grant and the addition of another Frosh Counselor in Action/Service 2610. There is a decrease in funding for Action/Service 2710 as costs are being shifted to the CTE Incentive Grant.

Goal 3

Positive Behavior Intervention & Support

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

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, State Standards, Student Achievement, Course Access, Student Outcomes

Local Priorities/Board Goals: College & Career Readiness, Multi-Tiered Systems of Support, Instruction, Literacy & Language Proficiency

Annual Measurable Outcomes

Expected

Actual

Local Indicator – School Climate - Youthtruth Survey

Increase student connectedness

Positive student ratings of School Culture 40%

Positive student ratings of Relationships with Teachers 46%

Positive student ratings of Relationships with Peers 50%

Positive student ratings of School Culture improved from 30% to 45.75%

Positive student ratings of Relationships with Teachers improved from 46% to 50.5%

Positive student ratings of Relationships with Peers improved from 42% to 47.4%

Local Indicator – School Climate – Youthtruth Survey

Increase student participation in the survey from 61% to 81%

All student participation in the Youthtruth survey improved from 61% to 64% (10,826/16,700)

Expected

Actual

<p><i>Indicator – School Climate – Youthtruth Survey</i></p> <p><i>Increase positive student responses to student connectedness measures</i></p> <p>College Readiness = from 32% to 35%</p> <p>Academic Rigor = from 58% to 64%</p> <p>Student Engagement = from 52% to 55%</p>	<p>Positive student ratings of college & career readiness in OUHSD increased from 32% to 44.75%</p> <p>Positive student ratings of academic rigor in OUHSD increased from 58% to 65.75%</p> <p>Positive student ratings of student engagement in OUHSD increased from 52% to 54.6%</p>
<p><i>Suspension Rate Indicator – Discipline Incidents</i></p>	<p>The District is no longer tracking this metric we are using Suspension Rate</p>
<p><i>Suspension Rate Indicator – Suspension Rate</i></p> <p>Decrease suspension rate from 6.1% to 6%</p>	<p>Suspensions decreased from 6.1% to 5.56%</p>
<p><i>Suspension Rate Indicator – Expulsion Incidents</i></p> <p>Decrease incidents of expulsion from 48 to 44</p>	<p>Total expulsion incidents increased from 48 to 62</p>
<p><i>Chronic Absenteeism Indicator - Attendance Chronic Absentee Rate</i></p> <p>Increase District Average Daily Attendance from 94.9% to 96.15%</p> <p>Decrease Chronic Absenteeism from 15.6% to 15.5%</p>	<p>Average Daily Attendance increased from 94.39% to 94.65%</p> <p>All student chronic absenteeism decreased from 15.60% to 15.24%</p>

Actions / Services

Action 3-1-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.</p>	<p>All District sites participated in year three of a three-year PBIS Foundations Team Training program. Four (4) district trainings were held for site teams and each site had a PBIS coach release for one period and a PBIS team to support implementation of PBIS strategies at the school site. Sites tracked discipline data and began to draft common response strategies to typical classroom issues. Training was also provided on the PBIS classroom component of a well planned lesson with supports for each student to make the learning goal achievable as an essential component of a positive thriving classroom environment.</p>	<p>\$381,776 S/C</p> <ol style="list-style-type: none"> 1. Certificated Salaries = \$232,948 2. Benefits = \$96,899 3. Services & Operating = \$35,000 4. Indirect = \$16,929 	<p>\$510,677 S/C</p> <ol style="list-style-type: none"> 1. Certificated Salaries = \$340,510 2. Benefits = \$111,859 3. Services & Operating = \$25,560 4. Indirect = \$28,497 5. Classified Salaries = \$1,168 6. Books & Supplies = \$3,083

Action 3-2-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Establish a Multi-Tiered System of Support (MTSS) to provide coordinated academic, socio-emotional interventions, and health/wellness interventions for EL, LI, FY, and students with disabilities both during and outside the school day. Including Student Intervention Specialists, Behavioral Specialists, Program Specialists, Program Coordinators, Nurses, Health Programs and Specialists, Athletic Trainers, After School Programs, credit recovery programs, and Student Support Services</p>	<p>The District established PBIS strategies as a Tier I MTSS intervention in all classrooms; In Tier II each site added a Student Intervention Specialist to fill the gap in services for Mental Health and other student wellness issues. Each site conducted a wellness faire and Athletic Trainers were added to comprehensive high schools.</p>	<p>\$5,428,499S/C, <i>\$65,000 T1</i></p> <ol style="list-style-type: none"> 1. Certificated Salaries = \$2,842,772 2. Classified Salaries = \$440,433 3. Benefits = \$1,432,356 4. Books & Supplies = \$85,000 5. Services & Operating = \$404,962 6. Indirect = \$222,976 	<p>\$6,547,079 S/C <i>\$895,786 T1</i></p> <ol style="list-style-type: none"> 1. Certificated Salaries = \$3,955,783 2. Classified Salaries = \$317,251 3. Benefits = \$1,645,941 4. Books & Supplies = \$46,231 5. Services & Operating = \$228,022 6. Indirect = \$353,851

Action 3-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide professional learning and student programming that support cultural proficiency, community/school pride, and tolerance of others.</p>	<p>The district engaged with the community to develop an Ethnic Studies course description. Student programming included Black Student Union and Young Black Scholar college readiness programs.</p>	<p>\$26,150 S/C; \$35,000 T1 1. Services & Operating = \$25,500 2. Indirect = \$650</p>	<p>\$49,346 S/C; \$699 T1 1. Services & Operating = \$36,146 2. Indirect = \$1,740 3. Certificated Salaries = \$4,599 4. Classified Salaries = \$3,273 5. Benefits = \$1,316 6. Books & Supplies = \$2,272</p>

Action 3-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide CALSAFE programming for pregnant and parenting teens</p>	<p>Daily CALSAFE programming for pregnant and parenting teens is provided at four district sites. Both moms and dads can bring their children, age 0 through 4 to an on-campus daycare/pre-school and then attend high school for the rest of the day. Parenting classes and other social service referrals are also components of this program</p>	<p>\$705,000 S/C 1. Services & Operating = \$705,000</p>	<p>\$705,203 S/C 1. Services & Operating = \$705,192 Indirect = \$11</p>

Action 3-5-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide safe routes to school, comprehensive safe school plans, procedures, and personnel to support student achievement, student safety, and student wellness</p>	<p>New transportation routes, additional custodians, campus supervisors, and school resource officers were provided to improve student safety and support the safe school plans</p>	<p>\$5,166,945 S/C 1. Classified Salaries = \$2,271,337 2. Benefits = \$906,140 3. Books & Supplies = \$189,605 4. Services & Operating = \$1,637,261 5. Indirect = \$162,602</p>	<p>\$4,927,257 S/C 1. Classified Salaries = \$2,161,814 2. Benefits = \$907,496 3. Books & Supplies = \$200,125 4. Services & Operating = \$1,453,038 5. Indirect = \$203,671 6. Certificated Salaries = \$1,113</p>

Analysis

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

PBIS training and implementation continues to be a strength. Site PBIS teams moved the implementation from hallways and common areas to the classroom through development of lesson protocols that include a clearly defined academic expectation and associated supports for students. In the 18-19 school year the District has begun to formalize the Multi-Tiered Systems of Support for the District to include PBIS in Tier I and the new Student Intervention Specialist to address a gap in services for Mental Health. There is a greater focus on student wellness in Tier II including a Wellness Faire at each campus and the formation of the Inclusivity Taskforce. Additional enhancements were made to the safe school plans including new transportation routes and additional custodians.

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

Student Discipline data in the District continues to improve for all discipline incidents and suspension rate. The District is expecting an increase in Expulsions to 62. The Suspension Rate indicator for the District for the 2018 reporting period on the CA Dashboard is Green with improvement seen from Foster Youth (Red to Orange) and Low-Income students (Orange to Yellow). Areas of concern remain with the Suspension Rate in Red for English Learners and African American students and a need to act on this disproportionality in 2019-2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action/Service 3110 PBIS site teams were expanded and more staff was included in PBIS training. In Action/Service 3210 additional services from Speech Language Therapists, Psychologists, Behavioral Specialists, and the Pre GED/HiSet program were provided principally to EL, LI, and FY students resulting in increased costs. Student Intervention Specialists in school-wide Title One schools were funded by Title One instead of Supplemental/Concentration.

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 the 2019-2020 school year the name of this goal will evolve from Positive Behavior Intervention and Support to Multi-Tiered Systems of Support with PBIS as a remaining action and service. There will be a reduction in the amount allocated for PBIS in its fourth year as the training will be monitored at the sites with a quarterly District meeting rather than a training protocol. There will be an increase in services for Student Health and Wellness including, but not limited to: an additional Nurse, additional Psychologist services, additional Speech Language services.

Goal 4

Instruction

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. ss to ALL students delivered through equitable, rigorous, accessible, and engaging lessons

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, State Standards, Student Achievement, Course Access, Student Outcomes

Local Priorities/Board Goals: College & Career Readiness, Multi-Tiered Systems of Support, Instruction, Literacy & Language Proficiency

Annual Measurable Outcomes

Expected	Actual
<p><i>Local Indicator – Parent Engagement – Youthtruth Parent Survey</i></p> <p>Increase Youthtruth parent survey participation from 1324 to 3500</p>	<p>Parent Youthtruth survey participation increased from 1324 to 2229</p>
<p><i>Local Indicator – Parent Engagement – Youthtruth Parent Survey</i></p> <p>Increase positive parent survey responses</p> <p>Communication & Feedback = from 45% to 56%</p> <p>Engaged & Empowered = from 44% to 58%</p> <p>School Safety = from 50% to 64%</p>	<p>Positive parent ratings of receiving communication and feedback from their student’s school in OUHSD improved from 45% to 59%</p> <p>Positive parent ratings of being engaged in and empowered by their student’s school in OUHSD improved from 44% to 53%</p> <p>Positive Parent ratings of the safety of their student’s school in OUHSD improved from 50% to 57%</p>

Expected

Actual

Local Indicator – Parent Engagement – Youthtruth Parent Survey

Increase positive parent Youthtruth survey responses

Contributing – The District is discontinuing this metric

Decision Making – The District is discontinuing this metric

Planning – The District is discontinuing this metric

Contributing – The District is discontinuing this metric

Decision Making – The District is discontinuing this metric

Planning – The District is discontinuing this metric

Local Indicator – Parent Engagement – Parent Participation

Increase overall parent program participation

All Events = from 3829 to 4000

Site Events = from 587 to 675

Parent participation in all District parent events other than Back to School Night and Open House increased from 3829 parents to 5172

Parent participation in Site parent events other than Back to School Night and Open House increased from 587 parents to 2921 parents

Local Indicator – Parent Engagement

Increase active parent participation in ParentVUE

The District discontinued this metric

The District discontinued this metric

Actions / Services

Action 4-1-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide regular two-way school/home communication through outreach in the appropriate home language</p>	<p>School Sites used Parent Square to send text messages, emails, and phone calls in the appropriate home language. Parent Square also allows two-way communication for parents to message the District and sites.</p>	<p>\$172,157 S/C 1. Certificated Salaries = \$10,500 2. Classified Salaries = \$44,000 3. Benefits = \$14,407 4. Books & Supplies = \$3,616 5. Services & Operating = \$92,000 6. Indirect = \$7,634</p>	<p>\$149,695 S/C 1. Certificated Salaries = \$19,731 2. Classified Salaries = \$29,646 3. Benefits = \$13,023 4. Books & Supplies = \$7,631 5. Services & Operating = \$71,506 6. Indirect = \$8,158</p>

Actions / Services

Action 4-2-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a parent survey and create a comprehensive plan and identify staff to facilitate increased participation in the parent survey to allow for input and feedback into site and District goals, actions, and services.</p>	<p>Parent response rates to the online Youthtruth survey increased from 4% (1324) of potential parent respondents to 13% (2229) Plans for continuing to increase parent survey responses and parent participation overall are necessary and ongoing.</p>	<p>\$35,578 S/C 1. Services & Operating = \$34,000 2. Indirect = \$1,578</p>	<p>\$26,650 S/C 1. Services & Operating = \$25,163 2. Indirect = \$1,487</p>

Actions / Services

Action 4-3-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: high school graduation; academic, social, health, safety, and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.</p>	<p>School sites hosted at least one parent event outside of Back to School Night and Open House. The District continued to host the Parent Project designed to assist parents with some of the difficulties parents of teenagers face as well as college readiness programs for parents, and community resource faires.</p>	<p>\$96,269 S/C</p> <p>Services & Operating = \$92,000 Indirect = \$4,269</p>	<p>\$5,774 S/C</p> <ol style="list-style-type: none"> 1. Services & Operating = \$3,210 2. Indirect = \$322 3. Certificated Salaries = \$168 4. Classified Salaries = \$1,578 5. Benefits = \$260 6. Books & Supplies = \$236

Actions / Services

Action 4-4-1-0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness.</p>	<p>A Parent Liaison is employed by the District to coordinate parent programming to provide speakers and to connect parents with resources both within and outside the schools in the District. The District Parent Liaison coordinated six (6) District-wide events and facilitated or co-facilitated District English Learner Advisory Committee (DELAC) meetings. The Parent Liaison also communicates school site council training opportunities and LCAP community meeting times and locations to parents and insures translation services are provided.</p>	<p>\$32,685 S/C; <i>\$127,000 T1</i> 1. Classified Salaries = \$19,005 2. Benefits = \$7,231 3. Services & Operating = \$5,000 4. Indirect = \$1,449</p>	<p>\$31,238 S/C; <i>\$0 T1</i> 1. Classified Salaries = \$18,958 2. Benefits = \$8,037 3. Services & Operating = \$2,500 4. Indirect = \$1,743</p>

Analysis

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

Parent communication improved with the use of text and email communications in the appropriate home language. Parents were again offered a variety of programming and services. Relative to the number of parents in the District (some 30,000) the number of parents leaves room for growth. Continued feedback from parents on topics of interest and times when parents are more available to attend is essential to improved parent participation.

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

On the 2019 OUHSD Youthtruth survey, positive responses from parents good about school to home communication and feedback improved from 45% to 59%. Also showing improvement were positive parent responses regarding feeling engaged and empowered to participate in their child's school 44% to 53%. Additionally improving were positive parent responses to school safety efforts 50% to 57%. While these results are encouraging the District will continue to make efforts to improve parent outcomes and the in the moment communication that is expected.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action/Service 4310 Parent Programming was provided through the General Fund/Principal's budgets and other Categorical Budgets. In Action/Service 4410 the Title One costs of the Parent Liaison were shifted to other Categorical Budgets.

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

Parents actively participating in District committees (DELAC, DPAC, LCAP, PTSA) continued to provide suggestions to increase participation in parent programming and on how parents can provide input during site and district decision making processes. District and sites were again advised to schedule program later in the evenings (after 6p) or on weekends to increase attendance. Parents also requested more direct contact with teachers and counselors during parent events.

Stakeholder Engagement

LCAP Year: 2019-2020

Involvement Process for LCAP and Annual Update

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

District LCAP Advisory Committee meetings included parent/guardian representatives of the targeted student groups, students, community advocacy groups, site and District administrators, as well as Teacher and Counselor representatives. The District LCAP Advisory Committee reviewed the LCFF and Supplemental/Concentration funding model, progress to 18-19 LCAP goals and among other activities, analyzed student data including, but not limited to: D/F rates, A-G completion, suspension/expulsion data, and parent/student survey results. A student panel was held to discuss student survey results and student perspectives.

District LCAP Advisory Committee meetings: 1/29/19; 3/26/19; 4/11/19

*No questions for the Superintendent requiring a written response were received during District LCAP Advisory Meetings
The Oxnard Federation of Teachers & School Employees (OFTSE) was included in the District LCAP Advisory Meetings*

Site LCAP meetings included parents and community (with translation in the appropriate home language) staff, and students. These meetings reviewed the LCFF and Supplemental/Concentration funding model and discussed the impact of the 18-19 LCAP Goals/Actions/Services on English Learners, Low Income students, and Foster Youth attending the school site.

Additional annual update stakeholder meetings (2018-2019)

ACHS parents 2/28/19; ACHS ELAC 2/27/19; ACHS staff 2/19/19; ACHS students 2/27/19; CHS parents 5/9/19; CHS ELAC 5/9/19; CHS staff 3/21/19; CIHS parents 2/13/19; CIHS ELAC 2/12/19; CIHS staff 2/28/19; CIHS students 2/20/19; FHS parents 2/13/19; FHS staff 3/19/19; FHS students 2/22/19; HHS parents 2/28/19; HHS ELAC 2/28/19; HHS staff 3/28/19; HHS students 3/29/19; OHS parents 3/7/19; OHS ELAC 2/27/19; OHS staff 2/26/19; OHS students 2/20/19; OMCHS parents 2/7/19; OMCHS staff 2/7/19; OMCHS students 2/7/19; PHS parents 2/13/19; PHS staff 2/19/19; PHS students 2/19/19; RCHS parents 2/6/19; RCHS staff 1/18/19; RCHS students 2/5/19; RMHS parents 1/24/19; RMHS ELAC 1/24/19; RMHS staff 4/9/19; RMHS students 4/8/19; *The Oxnard Federation of Teachers & School Employees was included in Site LCAP staff meetings.*

Additional Stakeholder meetings for LCAP: District Parent Council 1/14/19; District English Learner Advisory Committee 1/16/19;

Public Hearing on LCAP 5/15/19 School Board Meeting

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

LCAP adoption 6/6/19 School Board Meeting

Impact on LCAP and Annual Update

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

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

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

Actions and Services in the 2019-2020 LCAP are primarily ongoing and refined to provide additional support for the District's LCAP goals. The District, with community input, updated Goal 3 to Multi-Tiered System of Support with PBIS as a foundational intervention. Goal 3 includes Student Intervention Specialists to drive MTSS Tier II interventions at each site, Health Services, Athletic Trainers, Credit Recovery, as well as a renewed a continuing focus on School Safety with one additional Campus Supervisor added to each comprehensive campus. Input into Goal 1 focused continuing efforts on building site Instructional Leadership Teams with formalized teacher leadership roles. These teams are tasked with the development of Lesson Study and Instructional Rounds to provide support for well planned lessons that require students to inquire, engage, and problem solve while working through the California Standards. Additional class size reduction/targeted intervention teachers were also recommended through the LCAP review process and included in Goal 1.

Goals, Actions, & Services

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

Unchanged

Goal 1

Instruction

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

State and/or Local Priorities addressed by this goal:

State Priorities: Basic, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access,
Local Priorities College & Career Readiness, Instruction, Literacy & Language Proficiency, Technology Services

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%	18%	19%	20%
English Learner Progress Indicator 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%
Graduation Rate Indicator Increase percent of students graduating	85%	87.3%	89%	90%
Graduation Rate Indicator Increase percent of EL students graduating	68%	85.9%	87%	89%
Graduation Rate Indicator Increase percent of LI students graduating	81%	83%	84%	85%
Graduation Rate Indicator Increase percent of FY students graduating	52%	64.9%	66%	68%
College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Standard Exceeded	19%	18%	20%	22%

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College & Career Indicator CAASPP Mathematics/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met	Exceeded = 0% Met = 2%	Exceeded = 0% Met = 3%	Exceeded = 5% Met = 7%	Exceeded = 10% Met = 10%
College & Career Indicator CAASPP Mathematics/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met	Exceeded = 3% Met = 13%	Exceeded = 5% Met = 13%	Exceeded = 7% Met = 15%	Exceeded = 10% Met = 20%
College & Career Indicator CAASPP Mathematics/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met	Exceeded = 0% Met = 0%	Exceeded = 0% Met = 0%	Exceeded = 5% Met = 5%	Exceeded = 10% Met = 10%
College & Career Indicator CAASPP Mathematics/EAP Increase percent of students scoring Above Standard on Mathematics Claims Concepts/Procedures	ALL = 14% EL = 1% LI = 5%	ALL = 15% EL = 2% LI = 11%	ALL = 20% EL = 7% LI = 13%	ALL = 24% EL = 10% LI = 15%
College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Problem Solving/Data Analysis	ALL = 11% EL = 0% LI = 22%	ALL = 11% EL = 1% LI = 25%	ALL = 17% EL = 7% LI = 27%	ALL = 20% EL = 10% LI = 29%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Communicating Reasoning	ALL = 10% EL = 1% LI = 5%	ALL = 10% EL = 1% LI = 7%	ALL = 14% EL = 5% LI = 10%	ALL = 20% EL = 10% LI = 12%
Local Indicator – Implementation of Academic Standards Dropout Rate <i>Decrease percent of students identified as 'dropouts'</i>	8.4%	8.3%	7.7%	7.4%
Local Indicator – Implementation of Academic Standards - State Seal of Bi-literacy <i>Increase number of students earning their high school diploma with the State Seal of Bi-literacy</i>	394	383	404	424
Local Indicator – Implementation of Academic Standards – <i>CAASPP Interim Assessments</i>	None established	No Baseline Established	Removing this Metric from the LCAP	Removing this Metric from the LCAP
Local Indicator – Implementation of Academic Standards - <i>Academic Performance Index</i>	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator Implementation of Academic Standards – <i>Middle School Drop Out Rate</i>	We are a High School District (9-12 only) we do not serve any middle schools	We are a High School District (9-12 only) we do not serve any middle schools	We are a High School District (9-12 only) we do not serve any middle schools	We are a High School District (9-12 only) we do not serve any middle schools

Planned Actions / Services

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

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C	\$4,423,869 S/C	\$2,964,608 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits	1. Certificated Salaries = \$2,795,289 2. Classified Salaries = \$586,456 3. Benefits = \$768,897 4. Books & Supplies = \$30,584 5. Services & Operating = \$46,478 6. Indirect= \$196,165	1. Certificated Salaries = \$2,012,267 2. Classified Salaries = \$182,106 3. Benefits = \$518,229 4. Books & Supplies = \$95,037 5. Services & Operating = \$63,800 6. Indirect = \$93,1696. Indirect = \$93,169

Action 1-2-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Changed

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Instructional Rounds that develop common lesson and assessment strategies within and across school sites and academic disciplines through professional collaborative learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C	\$5,232 S/C	\$32,079 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits	1. Certificated Salaries = \$4,167 2. Benefits = \$833 3. Indirect = \$232	1. Certificated Salaries = \$25,715 2. Benefits = \$5,356 3. Indirect = \$1,008

Action 1-3-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C; \$100,000 EE	\$27,483 S/C	\$107,911 S/C
Source	Sup/Con; Educator Effectiveness	Sup/Con	Sup/Con
Budget Reference	PD, Extra Time; Certificated Salaries/Benefits	1. Certificated Salaries = \$21,884 2. Benefits = \$4,380 3. Indirect = \$1,219	1. Certificated Salaries = \$85,260 2. Benefits = \$17,760 3. Services & Operating = \$1,500 4. Indirect = \$3,391

Action 1-4-1-0

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

Students to be Served:

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

Not Applicable

Location(s):

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

Not Applicable

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 Sup/Con; \$100,000 Ed Effect	\$185,961 Sup/Con	\$123,773 Sup/Con
Source	Sup/Con; Educator Effectiveness	Sup/Con	Sup/Con
Budget Reference	Teacher PD, Extra Time at sites Certificated Salaries/Benefits	1. Certificated Salaries = \$80,905 2. Classified Salaries = \$41,500 3. Benefits = \$27,792 4. Books & Supplies = \$14,500 5. Services & Operating = \$13,018 6. Indirect = \$8,246	1. Certificated Salaries = \$90,504 2. Classified Salaries = \$5,000 3. Benefits = \$20,379 4. Books & Supplies = \$3,000 5. Services & Operating = \$1,000 6. Indirect = \$3,890

Action 1-5-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,250 S/C; \$100,000 CTEIG	\$62,784 S/C;	\$18,584 S/C
Source	Sup/Con; CTE Incentive Grant	Sup/Con	Sup/Con
Budget Reference	PD, Extra Time Certificated Salaries/Benefits	1. Certificated Salaries = \$41,663 2. Benefits = \$8,337 3. Services & Operating = \$10,000 4. Indirect = \$2,784	1. Certificated Salaries = \$12,414 2. Benefits = \$2,586 3. Services & Operating = \$3,000 4. Indirect = \$584

Action 1-6-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

1/1 student devices and internet access. Technology-based academic support programs and supplemental print and electronic materials, including access to on-line and print resources through school libraries and Teacher Librarians. Supporting equitable, rigorous, accessible, inquiry based engaging lessons for ALL students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$893,092 S/C; \$700,000 Lottery; \$1,000,000 Base	\$3,130,617 S/C	\$5,068,098 S/C
Source	Sup/Con; Base; Lottery	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	COWS, Tech Subscriptions, Textbooks, Supplementary Materials; Books and Supplies	1. Certificated Salaries = \$660,841 2. Benefits = \$270,170 3. Books & Supplies = \$968,617 4. Services & Operating=\$1,092,170 5. Indirect = \$138,819	1. Certificated Salaries = \$656,812 2. Benefits = \$296,675 3. Books & Supplies = \$2,851,335 4. Services & Operating=\$1,104,000 5. Indirect = \$159,276

Action 1-7-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

EL, FY, LI

LEA-wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$884,997 S/C; \$100,000 Ed Effect; \$145,000 T3	\$844,324 S/C	\$752,943 S/C
Source	Sup/Con; Educator Effectiveness; Title 3	Sup/Con	Sup/Con
Budget Reference	Site Coaches, Site Content Leads, District LDC's, Teacher PD Extra Time at sites; Certificated Salaries/Benefits	1. Certificated Salaries = \$593,586 2. Classified Salaries = \$4,250 3. Benefits = \$209,049 4. Indirect = \$37,439	1. Certificated Salaries = \$550,877 2. Classified Salaries = \$-0- 3. Benefits = \$178,403 4. Indirect = \$23,663

Action 1-8-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Professional learning and training on inquiry and engagement strategies supported by educational technology through online resources as well as District and Site Tech Coaches.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$201,822 S/C; \$100,000 Ed Effect	\$1,332,137 S/C	\$1,133,696 S/C
Source	Sup/Con; Educator Effectiveness	Sup/Con	Sup/Con
Budget Reference	Site Tech Coach Stipends District Ed Tech LDC; Certificated Salaries/Benefits	1. Certificated Salaries = \$439,342 2. Classified Salaries = \$344,788 3. Benefits = \$386,672 4. Services & Operating = \$102,265 5. Indirect = \$59,070	1. Certificated Salaries = \$450,817 2. Classified Salaries = \$271,939 3. Benefits = \$373,046 4. Services & Operating = \$2,265 5. Indirect = \$35,629

Action 1-9-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

EL, LI, FY

LEA-wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

All District Teachers will be appropriately assigned and credentialed.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$175,000 T2	\$1,373,855 S/C \$150,000 T2	\$3,078,787 S/C
Source	Title 2	Sup/Con; Title 2	Sup Con
Budget Reference	Teacher Induction Program; Teacher Mentors; Certificated Salaries/Benefits; Services & Other Operating	1. Certificated Salaries = \$921,320 2. Benefits = \$391,615 3. Indirect = \$60,920	1. Certificated Salaries = \$2,309,791 2. Benefits = \$672,238 3. Indirect = \$96,758

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

Unchanged

Goal 2

College and Career Readiness

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

State and/or Local Priorities addressed by this goal:

State Priorities: Basic, Implementation of State Standards, Course Access, Pupil Engagement, Pupil Achievement, Other Pupil Outcomes

Local Priorities: College & Career Readiness, Multi-Tiered Systems of Support, Instruction, Literacy & Language Proficiency

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
College & Career Indicator UC A-G coursework completion rate Increase percent of ALL students completing UC A-G coursework	27.5%	29%	38%	41%
College & Career Indicator UC A-G coursework subgroup completion rate	EL = 3.6% LI = 22% FY = 0%	EL = 5%; Actual = 3% LI = 24%; Actual = 28% FY = 2%; Actual = 8%	EL = 5% LI = 30% FY = 10%	EL = 6% LI = 33% FY = 12%
College & Career Indicator Increase Advanced Placement enrollment percentage	21%	25%	28%	31%
College & Career Indicator Students taking at least one AP exam as a percentage of all students taking at least one AP course (yield)	81%	85%	85%	88%
College & Career Indicator Increase Advanced Placement Exam Pass Rate	43.8%	46%	48%	50%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College & Career Indicator Improve PSAT scores	Gr 11 Total 36% Gr 11 ELA 39% Gr 11 Math 35% Gr 10 Total 34% Gr 10 ELA 37% Gr 10 Math 34%	Gr 11 Total 38%; Actual = 18% Gr 11 ELA 40%; Actual = 41% Gr 11 Math 37%; Actual = 20% Gr 10 Total 36%; Actual = 17% Gr 10 ELA 39%; Actual = 40% Gr 10 Math 36%; Actual = 19%	Gr 11 All Students score 889; 20% meeting both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score 450; 44% meeting ERW benchmarks for college readiness Gr 11 All Students Math score 445 22% meeting Math benchmarks for college readiness Gr 10 All students score 845 20% meeting both ERW and Math benchmarks for college readiness Gr 10 All students ERW score 426 44% meeting ERW benchmarks for college readiness Gr 10 All students Math score 422 21% meeting Math benchmarks for college readiness	Gr 11 All Students score 894; 24% meeting both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score 460; 46% meeting ERW benchmarks for college readiness Gr 11 All Students Math score 450 24% meeting Math benchmarks for college readiness Gr 10 All students score 855 24% meeting both ERW and Math benchmarks for college readiness Gr 10 All students ERW score 432 48% meeting ERW benchmarks for college readiness Gr 10 All students Math score 426 24% meeting Math benchmarks for college readiness
College & Career Indicator Senior completion of 2 or 4 year college application	100%	100% Actual = 67.6%	100%	100%
College & Career Indicator Senior completion of FAFSA	100%	100% Actual = 63.7%	100%	100%
College & Career Indicator Increase OUHSD Career Academy participation rate	14%	18% Actual = 18%	20%	22%
College & Career Indicator Increase CTE Pathway participation	Intro (1y) 25% Concentrator(2y) 16% Capstone (3y) 6%	Intro/Participant (1y) = 28% (2694/16636); Actual = 16% Concentrator(2y) = 18% (3306/16636); Actual = 20% Capstone (3y) = 8% (2198/16636); Actual = 13%	Participant (1y) = 20% Concentrator(2y) = 24% Capstone (3y) = 16%	Participant (1y) = 24% Concentrator(2y) = 26% Capstone (3y) = 18%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Local Indicator – Implementation of Academic Standards</p> <p>Decrease percentage of students earning D's & F's</p>	<p>Establish Baseline</p>	<p>All students Baseline D/F for 2017-2018 (S1) is 20.2%</p> <p>All students Baseline D for 2017-2018 (S1) is 10.8%</p> <p>All students Baseline F for 2017-2018 (S1) is 9.4%</p> <p><u>EL Baseline (s1)</u> D/F 34.3%; D's 16%; F's 18.2%</p> <p><u>LI Baseline (s1)</u> D/F 23%; D's 12%; F's 11%</p> <p><u>FY Baseline (s1)</u> D/F 39.7%; D's 13.9%; F's 25.9%</p>	<p>All students D/F (S1) 18% All students D (s1) 9% All students F (S1) is 9%</p> <p><u>EL Baseline (s1)</u> D/F 30%; D's 14%; F's 16%</p> <p><u>LI Baseline (s1)</u> D/F 20%; D's 10%; F's 10%</p> <p><u>FY Baseline (s1)</u> D/F 36%; D's 14%; F's 22%</p>	<p>All students D/F (S1) 16%</p> <p>All students D (s1) 8%</p> <p>All students F (S1) is 8%</p> <p><u>EL Baseline (s1)</u> D/F 28%; D's 13%; F's 15%</p> <p><u>LI Baseline (s1)</u> D/F 18%; D's 9%; F's 9%</p> <p><u>FY Baseline (s1)</u> D/F 33%; D's 12%; F's 21%</p>

Planned Actions / Services

Action 2-1-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

EL, LI, FY

School-wide

ACHS/CIHS/HHS/OHS/PHS/RMHS

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32750 S/C; \$25,000 Ed Effect; \$70,000 T1; \$25,000 CRBG	\$251,963 S/C \$25,000 CRBG	\$266,049 S/C
Source	Sup/Con; Educator Effectiveness; Title 1; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	STEMpact, UCSB Counselor, Articulation, Teacher/Staff PD, Extra Time at sites; Certificated Salaries & Benefits; Books & Supplies	1. Services & Operating = \$251,963	1. Services & Operating = \$266,049

Action 2-2-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,750 S/C; \$25,000 CRBG	\$70,947 S/C	\$20,457 S/C
Source	Sup/Con; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	Teacher PD, Extra Time at sites; Certificated Salaries & Benefits	1. Certificated Salaries = \$9,000 2. Benefits = \$1,801 3. Services & Operating = \$57,000 4. Indirect = \$3,146	1. Certificated Salaries = \$1,500 2. Benefits = \$314 3. Services & Operating = \$18,000 4. Indirect = \$643

Action 2-3-1-0

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

Students to be Served:

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

Not Applicable

Location(s):

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

Not Applicable

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

Schoolwide

Location(s):

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

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$172,132 S/C; \$50,000 CRBG	\$408,281 S/C	\$437,068 S/C
Source	Sup/Con; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	AVID fees. AVID Conference, site AVID Coordinator, AVID Trips; Teacher PD; Extra Time at Sites; Certificated Salaries & Benefits; Special Bus Trips; Materials & Supplies	1. Certificated Salaries = \$41,868 2. Classified Salaries = \$144,276 3. Benefits = \$57,332 4. Books & Supplies = \$905 5. Services & Operating = \$145,796 6. Indirect = \$18,104	1. Certificated Salaries = \$45,379 2. Classified Salaries = \$150,496 3. Benefits = \$42,330 4. Books & Supplies = \$4,627 5. Services & Operating = \$180,500 6. Indirect = \$13,736

Action 2-4-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,750 S/C; \$240,000 CRBG	\$311,723 S/C	\$563,366 S/C
Source	Sup/Con; College Readiness Block Grant	Sup/Con	Sup/Con
Budget Reference	PSAT9/PSAT/SAT; Services & Other Operating	1. Certificated Salaries = \$2,000 2. Benefits = \$400 3. Books & Supplies = \$20,000 4. Services & Operating = \$275,500 5. Indirect = \$13,823	1. Certificated Salaries = \$34,604 2. Benefits = \$7,210 3. Books & Supplies = \$-0- 4. Services & Operating = \$503,847 5. Indirect = \$17,705

Action 2-5-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$143,215 S/C; \$50,000 Ed Effect; \$200,000 CRBG	\$341,610 S/C	\$403,937 S/C
Source	Sup/Con; Educator Effectiveness; College Readiness Block Grant	Supplemental Concentration	Supplemental Concentration
Budget Reference	AP Fees; IB Fees; PD, Extra Time; Certificated Salary & Benefits; Textbooks & Materials; Services & Other Operating	1. Certificated Salaries = \$77,504 2. Benefits = \$29,362 3. Books & Supplies = \$9,133 4. Services & Operating = \$210,463 5. Indirect = \$15,148	1. Certificated Salaries = \$94,517 2. Benefits = \$35,284 3. Books & Supplies = \$3,000 4. Services & Operating = \$258,441 5. Indirect = \$12,695

Action 2-6-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

School-wide

Location(s):

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

ACHS/CHS/CIHS/HHS/OHS/PHS/RMHS

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Provide a Counseling and Guidance program with improved access to services, including additional Counselors at each site as well as evening and weekend programming provided with translation into the appropriate home language.

2018-19 Actions/Services

Provide additional Counselors at each site for focus on EL, LI, and FY youth. All counselors at each site will develop college and career readiness programming, partner district articulation and targeted academic interventions to support closing the achievement gap.

2019-20 Actions/Services

Provide additional Counselors at each site for focus on EL, LI, and FY youth. All counselors at each site will develop college and career readiness programming, partner district articulation and targeted academic interventions to support closing the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$137,504 S/C; \$630,000 T1	\$181,166/C; \$630,000 T1	\$420,115 S/C; \$630,000 T1
Source	Sup/Con; Title 1	Sup/Con; Title 1	Sup/Con; Title 1
Budget Reference	Additional Counselors, CP Counselors, Counselor PD, Extra Time at Sites; Certificated Salaries/Benefits	1. Certificated Salaries = \$79,691 2. Classified Salaries = \$22,871 3. Benefits = \$52,941 4. Services & Operating = \$17,630 5. Indirect = \$8,033	1. Certificated Salaries = \$216,290 2. Classified Salaries = \$1,500 3. Benefits = \$98,471 4. Books & Supplies = \$5,000 5. Services & Operating = \$85,650 6. Indirect = \$13,203

Action 2-7-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,900,000 CTEIG	\$578,460 S/C; \$1,100,000 CTEIG	\$34,358 S/C; \$2,100,000 CTEIG
Source	CTEIG	Supplemental/Concentration; CTEIG	Supplemental/Concentration; CTEIG
Budget Reference	Career Academies; Career Pathways; PD; Extra Time; Certificated Salaries & Benefits; Textbooks & Materials; Equipment; Services & Other Operating	<ol style="list-style-type: none"> 1. Certificated Salaries = \$362,614 2. Classified Salaries = \$50,395 3. Benefits = \$138,361 4. Services & Operating = \$1,440 5. Indirect = \$25,650 	<ol style="list-style-type: none"> 1. Certificated Salaries = \$27,000 2. Classified Salaries = \$500 3. Benefits = \$5,778 4. Services & Operating = \$ 5. Indirect = \$1,080

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

Modified Goal

Goal 3

Multi-Tiered Systems of Support & Intervention

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, multi-tiered wellness interventions, and safety programs

State and/or Local Priorities addressed by this goal:

State Priorities: Basic, Parent Involvement, Pupil Engagement, School Climate, Other Pupil Outcomes

Local Priorities: College & Career Readiness, Multi-Tiered Systems of Support, Equitable Learning Conditions & Facilities

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator – School Climate Youthtruth Survey <i>Student responses to connectedness</i>	Establish baseline measure of student connectedness on Youthtruth Survey	<u>Baseline:</u> Positive student ratings of School Culture 30% Positive student ratings of Relationships with Teachers 37% Positive student ratings of Relationships with Peers 42%	Positive student ratings of School Culture 40% Positive student ratings of Relationships with Teachers 46% Positive student ratings of Relationships with Peers 50%	Positive student ratings of School Culture 46% Positive student ratings of Relationships with Teachers 52% Positive student ratings of Relationships with Peers 60%
Local Indicator – School Climate – Youthtruth Survey <i>Student participation in the survey</i>	68%	80%	81%	82%
Local Indicator – School Climate Youthtruth Survey <i>Student responses to College and Career Readiness</i>	College Readiness = 25% Academic Rigor = 26% Student Engagement = 27%	College Readiness = 30%; Academic Rigor = 31%; Student Engagement = 32%;	College Readiness = 35% Academic Rigor = 64% Student Engagement = 55%	College Readiness = 40% Academic Rigor = 68% Student Engagement = 60%
Suspension Rate Indicator <i>Suspension Rate</i>	6.88% 1200	5.86% 1021	5.5%	5.3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate Indicator <i>Discipline Incidents</i>	11057	9951	The District is no longer tracking this metric we are using Suspension Rate	The District is no longer tracking this metric we are using Suspension Rate
Suspension Rate Indicator <i>Expulsion Incidents</i>	60	54	44	42
Chronic Absenteeism Indicator <i>Average Daily Attendance/ Chronic Absenteeism</i>	ADA = 95.1% C. Absentee = 19.76%	ADA = 96.1%; C. Absentee = 18.75%;	ADA = 96.15% C. Absentee = 15.5%	ADA = 96.20% C. Absentee = 15.0%

Planned Actions / Services

Action 3-1-1-0

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

Students to be Served:

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

Location(s):

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

N/A

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$381,988 S/C	\$381,776 S/C	\$151,053 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Site Coaches, Teacher/Staff PD, PBIS Materials; Certificated Salary/Benefits; Classified Salary/Benefits; Books & Supplies; Services & Other Operating	1. Certificated Salaries = \$232,948 2. Benefits = \$96,899 3. Services & Operating = \$35,000 4. Indirect = \$16,929	1. Certificated Salaries = \$109,449 2. Benefits = \$36,707 3. Services & Operating = \$150 4. Indirect = \$4,747

Action 3-2-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

EL, FY, LI

LEA-wide

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$360,000 S/C; \$100,000 Ed Effect;	\$5,428,499 S/C, \$65,000 T1	\$6,092,753 S/C; \$1,012,610 T1
Source	Sup/Con; Educator Effective; Title 1	Sup/Con; Title 1	Sup/Con; Title 1
Budget Reference	Tutoring, Social Work, Wellness, Extra Time; Certificated	1. Certificated Salaries = \$2,842,772 2. Classified Salaries = \$440,433 3. Benefits = \$1,432,356 4. Books & Supplies = \$85,000 5. Services & Operating = \$404,962 6. Indirect = \$222,976	1. Certificated Salaries = \$3,442,643 2. Classified Salaries = \$368,409 3. Benefits = \$1,551,314 4. Books & Supplies = \$146,890 5. Services & Operating = \$404,590 6. Indirect = \$178,907

Action 3-3-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

EL, FY, LI

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,750 S/C; \$15,000 T1	\$26,150 S/C; \$35,000 T1	\$46,460 S/C; \$35,000 T1
Source	Sup/Con; Title 1	Sup/Con; Title 1	Sup/Con; Title 1
Budget Reference	Teacher PD, Extra Time at sites, Student Trips; District CP conference; Certificated Salaries/Benefits; Classified Salaries/Benefits; books & supplies; services and Other Operating	1. Services & Operating = \$25,500 2. Indirect = \$650	1. Certificated Salaries = \$2,069 2. Benefits = \$431 3. Services & Operating = \$42,500 2. Indirect = \$1,460

Action 3-4-1-0

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

EL, LI, FY

LEA-wide

CIHS, HHS, PHS

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide CALSAFE programming for pregnant and parenting teens

2018-19 Actions/Services

Provide CALSAFE programming for pregnant and parenting teens

2019-20 Actions/Services

Provide CALSAFE programming for pregnant and parenting teens

Budgeted Expenditures

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

Action 3-5-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000 S/C; \$1,900,000 RRM	\$5,166,945 S/C	\$5,648,376 S/C
Source	Sup/Con; Routine Restricted Maintenance	Sup/Con	Sup/Con
Budget Reference	SARC reports; Routine Restricted Maintenance; Services & Other operating	1. Classified Salaries = \$2,271,337 2. Benefits = \$906,140 3. Books & Supplies = \$189,605 4. Services & Operating = \$1,637,261 5. Indirect = \$162,602	1. Classified Salaries = \$2,495,074 2. Benefits = \$1,097,228 3. Books & Supplies = \$175,202 4. Services & Operating = \$1,750,500 5. Indirect = \$130,372

Unchanged Goal

Goal 4

Parent, Family, and Community Involvement

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

State and/or Local Priorities addressed by this goal:

State Priorities: Parent Involvement, Pupil Engagement, School Climate

Local Priorities: College & Career Readiness, Equitable Learning Conditions & Facilities

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator Parent Engagement <i>Parent Youthtruth Survey Participation</i>	810 (4.9%)	6654 (40%)	3500/16636 (21.1%)	4000/16636 (24%)
Local Indicator Parent Engagement <i>Positive parent Youthtruth survey responses</i>	Communication & Feedback = 54% Engaged & Empowered = 56% School Safety = 62%	Communication & Feedback = 55%; Engaged & Empowered = 57%; School Safety = 63%;	Communication & Feedback = 56% Engaged & Empowered = 58% School Safety = 64%	Communication & Feedback = 58% Engaged & Empowered = 60% School Safety = 65%
Local Indicator Parent Engagement <i>Positive parent Youthtruth survey responses</i>	Contributing = 69% Decision Making = 49% Planning = 52%	Contributing = 72% Decision Making = 52% Planning = 55%	The District is discontinuing this metric	The District is discontinuing this metric

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator Parent Engagement <i>Parent program participation</i>	All Events = 1944 Site Events = 367	All Events = 2500 Site Events = 600	All Events = 4000 Site Events = 675	All Events = 4800 Site Events = 725
Local Indicator Parent Engagement <i>Parent participation in online home/school communication</i>	Active ParentVUE = 5916	Active ParentVUE = 6500	The District is discontinuing this metric	The District is discontinuing this metric

Planned Actions / Services

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

Action **4-1-1-0**

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000 S/C	\$172,157 S/C	\$100,779 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Extra Time, Translation, Parent VUE Training; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating	<ol style="list-style-type: none"> 1. Certificated Salaries = \$10,500 2. Classified Salaries = \$44,000 3. Benefits = \$14,407 4. Books & Supplies = \$3,616 5. Services & Operating = \$92,000 6. Indirect = \$7,634 	<ol style="list-style-type: none"> 1. Certificated Salaries = \$11,233 2. Classified Salaries = \$51,380 3. Benefits = \$17,111 4. Books & Supplies = \$6,558 5. Services & Operating = \$11,331 6. Indirect = \$3,167

Action 4-2-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All-Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,000 S/C	\$35,578 S/C	\$35,103S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Youthtruth.com survey; Extra Time; Certificated Salaries & Benefits; Classified Salaries & Benefits; Services & Other Operating	1. Services & Operating = \$34,000 2. Indirect = \$1,578	1. Services & Operating = \$34,000 2. Indirect = \$1,103

Action 4-3-1-0

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

Students to be Served:

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

N/A

Location(s):

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

N/A

OR

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

Students to be Served:

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

EL, LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: ParentVUE, high school graduation; academic, social, health, and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.

2018-19 Actions/Services

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: high school graduation; academic, social, health, safety, and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.

2019-20 Actions/Services

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: high school graduation; academic, social, health, safety, and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000 S/C	\$96,269 S/C	\$11,109 S/C
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Extra Time at Sites, Evening/Weekend Meetings; Certificated Salaries & Benefits; Classified Salaries & Benefits; books & supplies; Services & Other Operating	1. Services & Operating = \$92,000 2. Indirect = \$4,269	1. Classified Salaries = \$1,500 2. Benefits = \$460 3. Services & Operating = \$8,800 4. Indirect = \$349

Action 4-4-1-0

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

Students to be Served:

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

Not applicable

Location(s):

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

Not applicable

OR

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

Students to be Served:

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

EL,LI, FY

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide a 'parent liaison' to coordinate afternoon, evening, and weekend

2018-19 Actions/Services

Provide a 'parent liaison' to coordinate afternoon, evening, and weekend

2019-20 Actions/Services

Provide a 'parent liaison' to coordinate afternoon, evening, and weekend

2017-18 Actions/Services

programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness.

2018-19 Actions/Services

programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness.

2019-20 Actions/Services

programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,000 T1	\$32,685 S/C; \$127,000 T1	\$31,819 S/C; \$130,000 T1
Source	Title 1	Sup/Con; Title 1	Sup/Con; Title 1
Budget Reference	Parent Liaison position; Classified Salaries & Benefits	1. Classified Salaries = \$19,005 2. Benefits = \$7,231 3. Services & Operating = \$5,000 4. Indirect = \$1,449	1. Classified Salaries = \$18,958 2. Benefits = \$8,861 3. Services & Operating = \$3,000 4. Indirect = \$1,000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$30,265,891

18.78 %

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

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

The District drafted the 2019-2020 LCAP as a support for the improvement of student achievement and based the Goals, Actions, and Services on feedback from students, staff, parents, and community, student achievement data, as well as research on effective educational practices. The supportive research includes, *Building School 2.0 – How to Create the Schools We Need* (Lehmann & Chase, 2015) that documents the urgent need for schools to develop collaborative, creative, and culturally proficient schools that support equitable, rigorous, engaging classrooms, and *Disruptive Classroom Technologies, A Framework for Innovation in Education* (Magana, 2017) which translates the implementation of technology in schools as a pedagogical rather than a technological shift. For the 2019-2020 LCAP the four goals and twenty-five (25) actions and services totaling \$28,248,281 dollars are principally directed to increase or improve services for EL, LI, and FY youth. Based on a high unduplicated pupil percentage the majority of actions and services are LEA wide. Increased or improved services include, but are not limited to: Instructional Lesson Study; Instructional Rounds; Professional Development to support EL students through the site English Learner Response Team (ELRT); instructional coaching; standards aligned professional development and course updates specific to the needs of unduplicated students; technology infused lessons and professional development to better use technology through updated pedagogy; development of Open Educational Resources (OER) as locally curated curriculum materials; 1/1 student devices, internet hotspots for students with no internet at home; technology subscriptions, and related Library services; class size reduction and content literacy development in ELD and grade 9 Math classrooms; and post-secondary partnerships with college, universities, and business partners. Also included are intentional college readiness initiatives: including the PSAT and SAT for all district students; support for Advanced Placement and International Baccalaureate programs; Seniors completing 2 and/or 4 year college applications and FAFSA/DREAM Financial Aid applications; support for the AVID program; counseling services specific to unduplicated populations; An updated Goal for Multi-Tiered Systems of Support (MTSS) supported by Counselors, Student Intervention Specialists, Nurses, Health specialists, Behavior specialists, wellness programs, behavior health referrals, family counseling referrals; the CALSAFE program for pregnant and parenting teens. Safe School plans support EL, LI, and FY youth through: School Resource Officers, additional Campus Supervisors and additional Custodians. Positive Behavior Intervention and Support (PBIS) training provides support for reducing student discipline incidents by improving relationships on campus. Also included are an annual parent survey and programming for parents and families facilitated by a Parent Liaison. Additionally, Supplemental/Concentration funding is assigned to school sites in allocations based on the unduplicated pupil percentage (UPP). These site allocations will increase and improve specific site services that align to the District LCAP Goals/Actions/Services.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 25,575,471

17.61 %

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-2018

Estimated Supplemental and Concentration Grant Funds:

\$ 23,981,351

Percentage to Increase or Improve Services:

17.37 %

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

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

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

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

