

LCFF Budget Overview for Parents

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

CDS Code: 56-72546

School Year: 2021-22

LEA contact information:

Dr. Tom McCoy

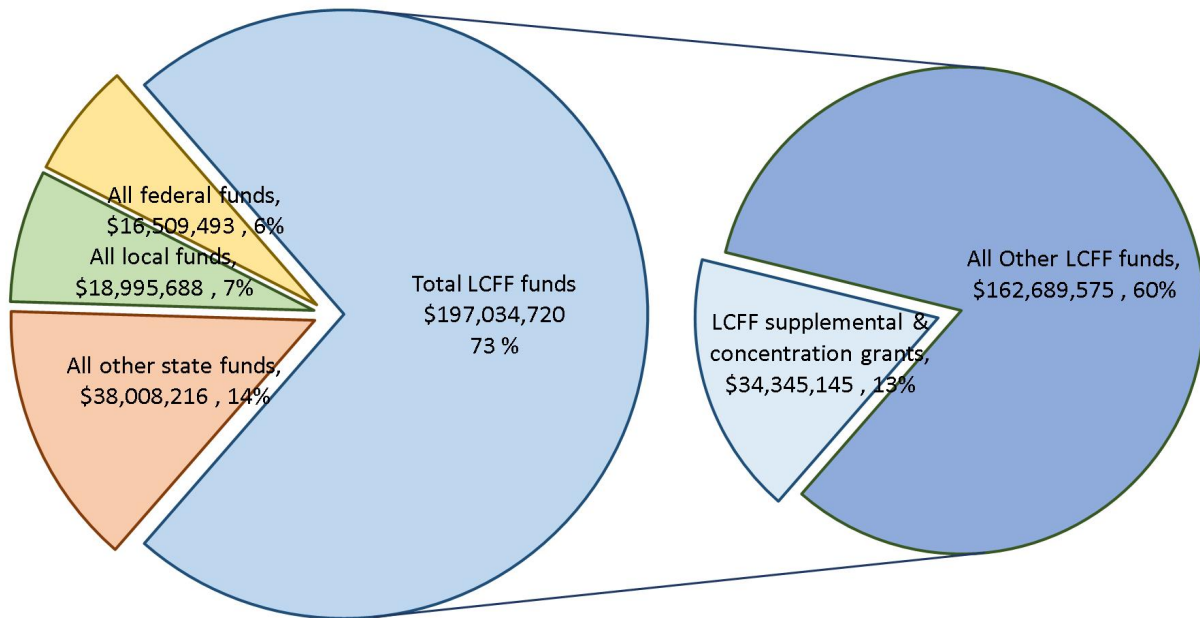
Superintendent

(805) 385-2500

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



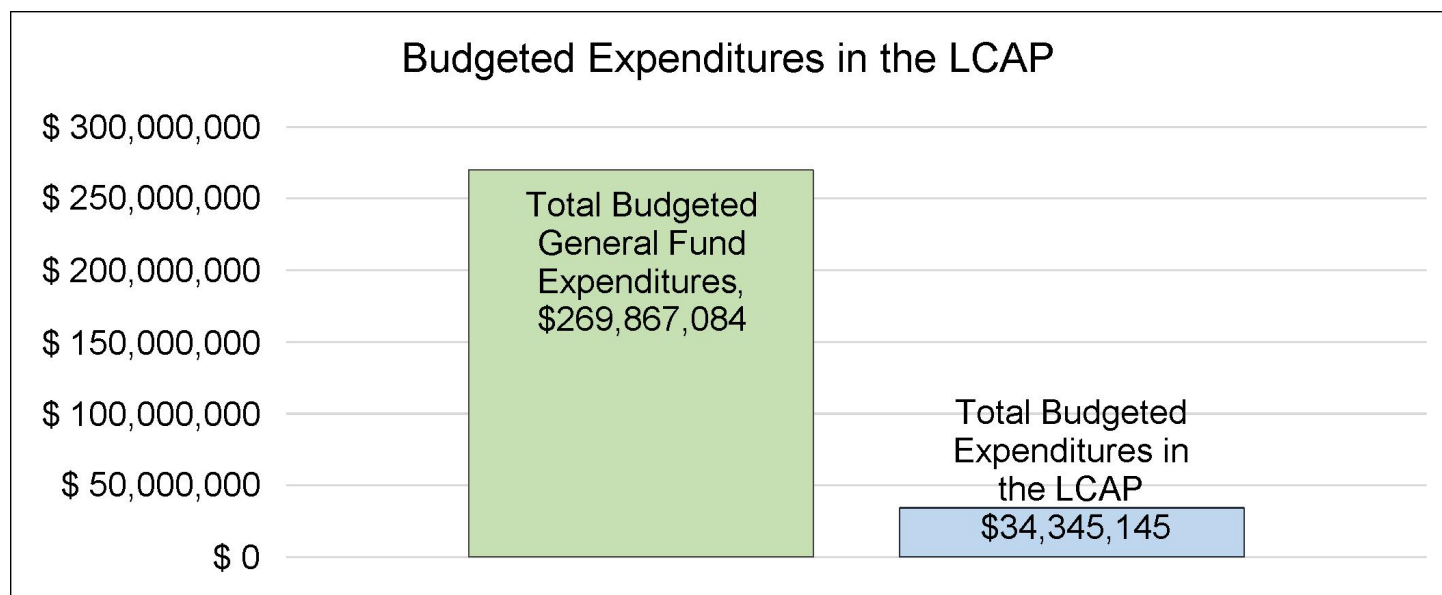
This chart shows the total general purpose revenue Oxnard Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Oxnard Union High School District is \$270,548,117, of which \$197,034,720 is Local Control Funding Formula (LCFF), \$38,008,216 is other state funds, \$18,995,688 is local funds, and \$16,509,493 is federal funds. Of the \$197,034,720 in LCFF Funds, \$34,345,145 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oxnard Union High School District plans to spend for 2021-22. 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 \$269,867,084 for the 2021-22 school year. Of that amount, \$34,345,145 is tied to actions/services in the LCAP and \$235,521,939 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Budgeted items not in the LCP include salary and benefits for classroom teachers, school administrators, classified office and maintenance staff. Also not budgeted in the LCP: Special Education costs, utilities, core instructional materials, contracted services for facilities, software related to daily District operations, as well as non-instructional materials and supplies.

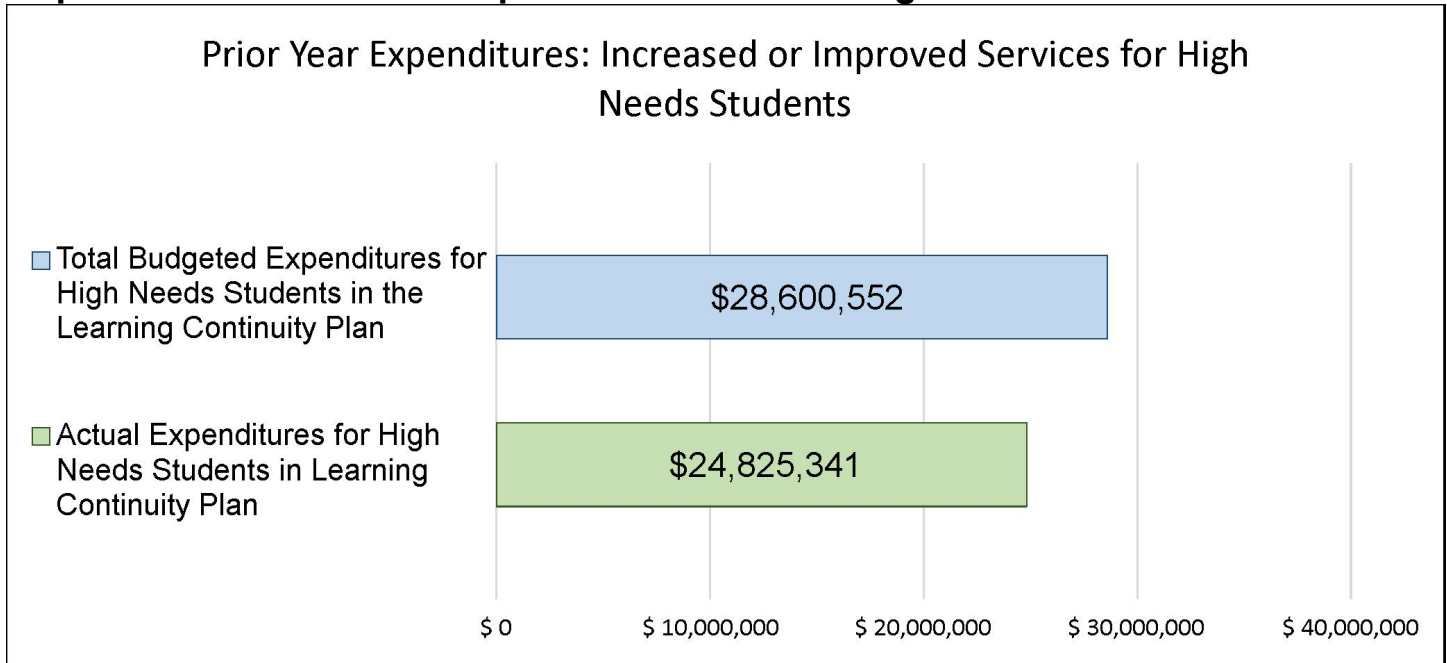
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Oxnard Union High School District is projecting it will receive \$34,345,145 based on the enrollment of foster youth, English learner, and low-income students. Oxnard Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard Union High School District plans to spend \$34,345,145 towards meeting this requirement, as described in the LCAP.

In addition to those supports identified within the LCP the District continues to address all state priorities through supplemental and concentration grant funding. Services are principally directed for LI, FY, and EL students including: funding for 1:1 devices for each student, internet hotspots for students without WiFi at home, instructional software and other digital materials, professional development aligned to the California State Standards, mental health and intervention services, AVID, Career Technical Education programs, cultural proficiency programs, and class size reduction.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Oxnard Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oxnard 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 2020-21, Oxnard Union High School District's Learning Continuity Plan budgeted \$28,600,552 for planned actions to increase or improve services for high needs students. Oxnard Union High School District actually spent \$24,825,341 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID-19, Oxnard Union High School District transitioned to Distance Learning for all students in March 2020. As a result the expected actions for the 2019-2020 LCAP are greater than the actual expenditures. To immediately address student needs related to Distance Learning principally directed increased or improved services included 1:1 devices, internet hotspots, professional development in Distance Learning, digital instructional materials, and virtual mental health services

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

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

LEA Name	Contact Name and Title	Email and Phone
Oxnard Union High School District	Dr. Tom McCoy Superintendent	thomas.mccoy@oxnardunion.org (805) 385-2500

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

Goal 1

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:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	College & Career Readiness, Instruction, Literacy & Language Proficiency, Technology Services

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Learner Progress Indicator Increase Re-Designated Fluent English Proficient (RFEP) percentage 19-20 20% Baseline 13%	English Learner Progress Indicator Increase Re-Designated Fluent English Proficient (RFEP) percentage Actual: 11.5%
Metric/Indicator English Learner Progress Indicator Increase percent of students Advanced and Early Advanced on CELDT/ELPAC 19-20 Advanced = 16% Early Advanced = 40%	English Learner Progress Indicator Increase percent of students Advanced and Early Advanced on CELDT/ELPAC Actual: Advanced = 6.12% Early Advanced = 11.13%

Expected	Actual
Baseline Advanced = 10% Early Advanced = 33%	
Metric/Indicator Graduation Rate Indicator Increase percent of students graduating 19-20 90% Baseline 85%	Graduation Rate Indicator Increase percent of students graduating Actual: 84.8%
Metric/Indicator Graduation Rate Indicator Increase percent of EL students graduating 19-20 89% Baseline 68%	Graduation Rate Indicator Increase percent of EL students graduating Actual: 69.0%
Metric/Indicator Graduation Rate Indicator Increase percent of LI students graduating 19-20 85% Baseline 81%	Graduation Rate Indicator Increase percent of LI students graduating Actual: 82.8%
Metric/Indicator Graduation Rate Indicator	Graduation Rate Indicator Increase percent of FY students graduating

Expected	Actual
<p>Increase percent of FY students graduating</p> <p>19-20 68%</p> <p>Baseline 52%</p>	<p>Actual: 59.5</p>
<p>Metric/Indicator College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Standard Exceeded</p> <p>19-20 22%</p> <p>Baseline 19%</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Standard Exceeded Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP English Language Arts/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met</p> <p>19-20 Exceeded = 10% Met = 12%</p> <p>Baseline Exceeded = 0% Met = 6%</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP</p>

Expected	Actual
<p>CAASPP English Language Arts/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met</p> <p>19-20 Exceeded = 17% Met = 38%</p> <p>Baseline Exceeded = 13% Met = 32%</p>	<p>Increase percent of LI students scoring Standard Exceeded & Standard Met Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP English Language Arts/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met</p> <p>19-20 Exceeded = 10% Met = 33%</p> <p>Baseline Exceeded = 0% Met = 18%</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP English Language Arts/EAP Increase percent of students scoring Above Standard on English Language Arts Claims in Reading</p> <p>19-20</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP Increase percent of students scoring Above Standard on English Language Arts Claims in Reading Actual: SBAC suspended due to COVID</p>

Expected	Actual
<p>ALL = 27% EL = 10% LI = 22%</p> <p>Baseline ALL = 21% EL = 1% LI = 16%</p>	
<p>Metric/Indicator College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Writing</p> <p>19-20 ALL = 34% EL = 8% LI = 30%</p> <p>Baseline ALL = 29% EL = 2% LI = 22%</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Writing Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Listening</p> <p>19-20 ALL = 24%</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Listening Actual: SBAC suspended due to COVID</p>

Expected	Actual
<p>EL = 10% LI = 20%</p> <p>Baseline ALL = 16% EL = 1% LI = 12%</p>	
<p>Metric/Indicator College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Research</p> <p>19-20 ALL = 36% EL = 10% LI = 34%</p> <p>Baseline ALL = 32% EL = 4% LI = 26%</p>	<p>College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Above Standard on English Language Arts Claims in Research Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Exceeded</p> <p>19-20 12%</p> <p>Baseline 7%</p>	<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Exceeded Actual: SBAC suspended due to COVID</p>

Expected	Actual
<p>Metric/Indicator College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Met</p> <p>19-20 22%</p> <p>Baseline 17%</p>	<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Met Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP Mathematics/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met</p> <p>19-20 Exceeded = 10% Met = 10%</p> <p>Baseline Exceeded = 0% Met = 2%</p>	<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP Mathematics/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met</p> <p>19-20 Exceeded = 10% Met = 20%</p> <p>Baseline</p>	<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met Actual: SBAC suspended due to COVID</p>

Expected	Actual
<p>Exceeded = 3% Met = 13%</p>	
<p>Metric/Indicator College & Career Indicator CAASPP Mathematics/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met</p> <p>19-20 Exceeded = 10% Met = 10%</p> <p>Baseline Exceeded = 0% Met = 0%</p>	<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP Mathematics/EAP Increase percent of students scoring Above Standard on Mathematics Claims Concepts/Procedures</p> <p>19-20 ALL = 24% EL = 10% LI = 15%</p> <p>Baseline ALL = 14% EL = 1% LI = 5%</p>	<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of students scoring Above Standard on Mathematics Claims Concepts/Procedures Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator</p>	<p>College & Career Indicator</p>

Expected	Actual
<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Problem Solving/Data Analysis</p> <p>19-20 ALL = 20% EL = 10% LI = 29%</p> <p>Baseline ALL = 11% EL = 0% LI = 22%</p>	<p>CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Problem Solving/Data Analysis Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Communicating Reasoning</p> <p>19-20 ALL = 20% EL = 10% LI = 12%</p> <p>Baseline ALL = 10% EL = 1% LI = 5%</p>	<p>College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Above Standard on Mathematics Claims in Communicating Reasoning Actual: SBAC suspended due to COVID</p>
<p>Metric/Indicator Local Indicator – Implementation of Academic Standards Dropout Rate</p>	<p>Local Indicator – Implementation of Academic Standards Dropout Rate Decrease percent of students identified as ‘dropouts’</p>

Expected	Actual
<p>Decrease percent of students identified as 'dropouts'</p> <p>19-20 7.4%</p> <p>Baseline 8.4%</p>	<p>Actual: 7.5%</p>
<p>Metric/Indicator 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</p> <p>19-20 424</p> <p>Baseline 394</p>	<p>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 Actual: 384</p>
<p>Metric/Indicator Local Indicator – Implementation of Academic Standards – CAASPP Interim Assessments</p> <p>19-20 Removing this Metric from the LCAP</p> <p>Baseline None established</p>	<p>Local Indicator – Implementation of Academic Standards – CAASPP Interim Assessments Actual ELA: 25052 Actual Math: 14086 Actual Total: 39138</p>
<p>Metric/Indicator Local Indicator – Implementation of Academic Standards - Academic Performance Index</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>Local Indicator – Implementation of Academic Standards - Academic Performance Index Actual: N/A</p>

Expected	Actual
Metric/Indicator Local Indicator Implementation of Academic Standards – Middle School Drop Out Rate 19-20 We are a High School District (9-12 only) we do not serve any middle schools Baseline We are a High School District (9-12 only) we do not serve any middle schools	Local Indicator Implementation of Academic Standards – Middle School Drop Out Rate Actual: N/A

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Instructional planning and professional learning that supports the High School Diploma as a minimum and provides college and career readiness for ALL students, through the development and implementation of instructional goals, and instructional strategies at each school site aligned to the California Content Standards	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2,012,267 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 182,106 3000-3999: Employee Benefits LCFF Supplemental and Concentration 518,229 4000-4999: Books And Supplies LCFF Supplemental and Concentration 95,037 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 63,800 Indirect LCFF Supplemental and Concentration 93,169	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,932,715.02 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 186,872.30 3000-3999: Employee Benefits LCFF Supplemental and Concentration 867,615.34 4000-4999: Books And Supplies LCFF Supplemental and Concentration 95,961.19 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 254,093.71 Indirect LCFF Supplemental and Concentration 172,158.09

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Instructional Rounds that develop common lesson and assessment strategies within and across school sites and academic disciplines through professional collaborative learning.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 25,715 3000-3999: Employee Benefits LCFF Supplemental and Concentration 5,356 Indirect LCFF Supplemental and Concentration 1,008	1000-1999: Certificated Personnel Salaries 0 3000-3999: Employee Benefits 0 Indirect 0
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.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 85,260 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,760 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,500 Indirect LCFF Supplemental and Concentration 3,391	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12,171.18 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,455.68 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0 Indirect LCFF Supplemental and Concentration 759.13
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	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 90,504 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration 20,379	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 36,831.57 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 767.12 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7,368.49

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000 Indirect LCFF Supplemental and Concentration 3,890	4000-4999: Books And Supplies LCFF Supplemental and Concentration 23,897.56 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,499.10 Indirect LCFF Supplemental and Concentration 3,703.78
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	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12,414 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,586 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000 Indirect LCFF Supplemental and Concentration 584	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0 4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,785.23 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,402.24 Indirect LCFF Supplemental and Concentration 580.63
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	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 656,812 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 593,805.90 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 185.93

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 296,675 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,851,335 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,104,000 Indirect LCFF Supplemental and Concentration 159,276	3000-3999: Employee Benefits LCFF Supplemental and Concentration 266,125.01 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,779,092.31 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,622,554.75 Indirect LCFF Supplemental and Concentration 273,085.55
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	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 550,877 3000-3999: Employee Benefits LCFF Supplemental and Concentration 178,403 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0 Indirect LCFF Supplemental and Concentration 23,663	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 529,475.51 3000-3999: Employee Benefits LCFF Supplemental and Concentration 206,509.78 4000-4999: Books And Supplies LCFF Supplemental and Concentration 152.24 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,032.66 Indirect LCFF Supplemental and Concentration 38,362.93
Professional learning and training on inquiry and engagement strategies supported by educational technology through online resources as well as District and Site Tech Coaches.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 450,817	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 536,434.83

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 271,939 3000-3999: Employee Benefits LCFF Supplemental and Concentration 373,046 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,265 Indirect LCFF Supplemental and Concentration 35,629	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 257,251.38 3000-3999: Employee Benefits LCFF Supplemental and Concentration 356,844.54 4000-4999: Books And Supplies LCFF Supplemental and Concentration 14,290.91 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8,472.95 Indirect LCFF Supplemental and Concentration 60,893.99
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	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2,309,791 3000-3999: Employee Benefits LCFF Supplemental and Concentration 672,238 Indirect LCFF Supplemental and Concentration 96,758	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2,036,566.35 3000-3999: Employee Benefits LCFF Supplemental and Concentration 731,518.82 Indirect LCFF Supplemental and Concentration 143,663.62

Goal Analysis

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

2019-20 actions and services were implemented to support students, families, teachers, and staff while in-person through March 13, 2020. Upon the closure of schools due to COVID-19 public health restrictions, actions and services continued in a virtual format to address current needs and services.

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

August 2019 through March 12, 2020, OUHSD successes include implementation of actions and services to support student achievement through job-embedded professional development for our teachers in implementing California state standards, NGSS standards, and Integrated English Language Development best practices; direct supports for students to increase Advanced Placement and International Baccalaureate success; implementation of CAASPP interim block assessments in English and Math as part of re-designation process and practice prior to SBAC assessment; instructional technology training for teachers; instructional planning and collaboration districtwide with teachers, Learning Design Coaches supporting teachers with subject matter, engagement, and differentiation for students.

March 13, 2020, through June 16, 2020, the pandemic required OUHSD to close in-person school operations in March 2020. This closure and shift to distance learning impacted the LCAP implementation and related actions for the remainder of the 2019-2020 school year. The Dashboard indicator dropped significantly due to a change in state testing requirements, associated data collection, and reporting methods.

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:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	College & Career Readiness, Multi-Tiered Systems of Support, Instruction, Literacy & Language Proficiency

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator College & Career Indicator UC A-G coursework completion rate Increase percent of ALL students completing UC A-G coursework 19-20 41% Baseline 27.5%	College & Career Indicator UC A-G coursework completion rate Increase percent of ALL students completing UC A-G coursework Actual: 44.1%
Metric/Indicator College & Career Indicator UC A-G coursework subgroup completion rate 19-20 EL = 6%	College & Career Indicator UC A-G coursework subgroup completion rate Actual: EL = 21% LI = 39%

Expected	Actual
<p>LI = 33% FY = 12%</p> <p>Baseline EL = 3.6% LI = 22% FY = 0%</p>	<p>FY = 32%</p>
<p>Metric/Indicator College & Career Indicator Increase Advanced Placement enrollment percentage</p> <p>19-20 31%</p> <p>Baseline 21%</p>	<p>College & Career Indicator Increase Advanced Placement enrollment percentage Goal 31% Actual:18.5%</p>
<p>Metric/Indicator College & Career Indicator Students taking at least one AP exam as a percentage of all students taking at least one AP course (yield)</p> <p>19-20 88%</p> <p>Baseline 81%</p>	<p>College & Career Indicator Students taking at least one AP exam as a percentage of all students taking at least one AP course (yield) Goal: 88% Actual: 85.8%</p>
<p>Metric/Indicator College & Career Indicator Increase Advanced Placement Exam Pass Rate</p> <p>19-20 50%</p> <p>Baseline</p>	<p>College & Career Indicator Increase Advanced Placement Exam Pass Rate Goal: 50% Actual: 52%</p>

Expected	Actual
43.8%	
<p>Metric/Indicator College & Career Indicator Improve PSAT scores</p> <p>19-20 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</p> <p>Baseline Gr 11 Total 36% Gr 11 ELA 39% Gr 11 Math 35% Gr 10 Total 34% Gr 10 ELA 37% Gr 10 Math 34%</p>	<p>College & Career Indicator Improve PSAT scores</p> <p>Actual: Gr 11 All Students score 894; 16% meeting both ERW and Math benchmarks for college readiness Gr 11 All Students ERW score 460; 39% meeting ERW benchmarks for college readiness Gr 11 All Students Math score 450 17% meeting Math benchmarks for college readiness Gr 10 All students score 855 16% meeting both ERW and Math benchmarks for college readiness Gr 10 All students ERW score 432 40% meeting ERW benchmarks for college readiness Gr 10 All students Math score 426 18% meeting Math benchmarks for college readiness</p>
<p>Metric/Indicator College & Career Indicator Senior completion of 2 or 4 year college application</p> <p>19-20</p>	<p>College & Career Indicator Senior completion of 2 or 4 year college application Actual: 83%</p>

Expected	Actual
100% Baseline 100%	
Metric/Indicator College & Career Indicator Senior completion of FAFSA 19-20 100% Baseline 100%	College & Career Indicator Senior completion of FAFSA Actual: 71%
Metric/Indicator College & Career Indicator Increase OUHSD Career Academy participation rate 19-20 22% Baseline 14%	College & Career Indicator Increase OUHSD Career Academy participation rate Actual: 23%
Metric/Indicator College & Career Indicator Increase CTE Pathway participation 19-20 Participant (1y) = 24% Concentrator(2y) = 26% Capstone (3y) = 18% Baseline Intro (1y) 25%	College & Career Indicator Increase CTE Pathway participation Actual: Participant(1y)= 22.6% Concentrator (2y)=18.1% Capstone (3y) = 4.5%

Expected	Actual
Concentrator(2y) 16% Capstone (3y) 6%	
Metric/Indicator Local Indicator – Implementation of Academic Standards Decrease percentage of students earning D's & F's 19-20 All students D/F (S1) 16% All students D (s1) 8% All students F (S1) is 8% EL (s1) D/F 28%; D's 13%; F's 15% LI (s1) D/F 18%; D's 9%; F's 9% FY (s1) D/F 33%; D's 12%; F's 21% Baseline Establish Baseline	Local Indicator – Implementation of Academic Standards Decrease percentage of students earning D's & F's Actual: All students D/F (S1) 21% All students D (s1) 11% All students F (S1) is 10% EL (s1) D/F 35%; D's 16%; F's 19 % LI Baseline (s1) D/F 23%; D's 12%; F's 11% FY Baseline (s1) D/F 44%; D's 18%; F's 26%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop and implement partnerships with colleges, universities, local businesses, and partner school districts that create access to post high school opportunities for ALL students.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 266,049 Indirect LCFF Supplemental and Concentration 0	4000-4999: Books And Supplies LCFF Supplemental and Concentration 591.60 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 309,984.42 Indirect LCFF Supplemental and Concentration 223.83

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Seniors will complete a 2 or 4-year college application as well as the Federal Application for Student Aid (FAFSA)	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,500</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 314</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 18,000</p> <p>Indirect LCFF Supplemental and Concentration 643</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1345.26</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 95.95</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 301.67</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 144.49</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6502.52</p> <p>Indirect LCFF Supplemental and Concentration 435.44</p>
Provide support and professional learning for the Advancement Via Individual Determination (AVID) Program at ACHS, CIHS, HHS, OHS, PHS, and RMHS	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 45,379</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 150,496</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 42,330</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 4,627</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 46,065.22</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 106,228.50</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 30,762.94</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,288.43</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 13,736 Indirect LCFF Supplemental and Concentration 13736	Supplemental and Concentration 87,919.24 Indirect LCFF Supplemental and Concentration 14,154.05
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	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 34,604 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7,210 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 503,847 Indirect LCFF Supplemental and Concentration 17,705	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 66,863.05 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2,668.79 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13,555.28 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 349,347.11 Indirect LCFF Supplemental and Concentration 22,443.34
Provide support and professional learning for the Advanced Placement & International Baccalaureate Programme	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 94,517 3000-3999: Employee Benefits LCFF Supplemental and Concentration 35,284 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 258,441	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 74,618.52 3000-3999: Employee Benefits LCFF Supplemental and Concentration 30,680.85 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,966.05 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 331,205.65

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Indirect LCFF Supplemental and Concentration 12,695	Indirect LCFF Supplemental and Concentration 22,756.65
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.	<p>1000-1999: Certificated Personnel Salaries Sup/Con; Title 1 216,290</p> <p>2000-2999: Classified Personnel Salaries Sup/Con; Title 1 1,500</p> <p>3000-3999: Employee Benefits Sup/Con; Title 1 98,471</p> <p>4000-4999: Books And Supplies Sup/Con; Title 1 5,000</p> <p>5000-5999: Services And Other Operating Expenditures Sup/Con; Title 1 85,650</p> <p>Indirect Sup/Con; Title 1 13,203</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 235,467.06</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,579.99</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 94,408.56</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 12,027.18</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 7,003.65</p> <p>Indirect LCFF Supplemental and Concentration 18,190.25</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>1000-1999: Certificated Personnel Salaries Supplemental/Concentration; CTEIG 27,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration; CTEIG 500</p> <p>3000-3999: Employee Benefits Supplemental/Concentration; CTEIG 5,778</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 42,782.40</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,783.20</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental/Concentration; CTEIG	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,736.71
	Indirect LCFF Supplemental and Concentration 1,080	Indirect LCFF Supplemental and Concentration 2,766.39

Goal Analysis

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

2019-20 actions and services were implemented to support students, families, teachers, and staff while in-person through March 13, 2020. Upon the closure of schools due to COVID-19 public health restrictions, actions and services continued in a virtual format to address current needs and services. District was not able to proctor and support students in the effort of participating in PSAT and SAT due to COVID 19 and College Board's testing restrictions. Additionally, due to COVID 19, the District rate of student participation in the AP and IB exams during 2019 declined. GOAL 2-5-1-0 had a budget that was allocated to meet the needs of all students participating in these programs. The budget has been adjusted to reflect the decline in testing participation. Funds have been redirected to provide students access to technology. OUHSD is also supporting students with online academic support sessions available after school or on Saturdays.

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

August 2019 through March 12, 2020

OUHSD experienced growth in the area of College and Career readiness on the CA Dashboard. All-District students improved A-G completion percentage from 38% in 2018 to 43.7% in 2019 and Low-Income students improved A-G completion by 3%; the Advanced Placement pass rate increased by 2% and AP enrollment increased by 3%. 83% of seniors completed a two-year or 4-year college application but National Clearinghouse data shows that only 74% of students enrolled in college the following semester after graduating. 71% of students completed the FAFSA/CADA application. Most CTE programs have articulation agreements with a local community college that align/meet program prerequisites when transitioning to a four-year college program. This goal increases access to CTE programs and provides career exploration, work-based learning, and career-ready experiences. The District anticipates continued growth as CTE pathway completion is now included in the graduation requirements starting with the Class of 2024.

March 13, 2020 - June 16, 2020

COVID 19 had a tremendous impact on the implementation of some of the College and Career Readiness. After closing all schools in our district on Mar 12, 2020 students were not able to participate in the PSAT or SAT test. All other actions in Goal 2 were completed.

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	College & Career Readiness, Multi-Tiered Systems of Support, Equitable Learning Conditions & Facilities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local Indicator – School Climate Youthtruth Survey Student responses to connectedness 19-20 Positive student ratings of School Culture 46% Positive student ratings of Relationships with Teachers 52% Positive student ratings of Relationships with Peers 60% Baseline Establish baseline measure of student connectedness on Youthtruth Survey	Local Indicator – School Climate YouthTruth Survey Student responses to connectedness Actual: Due to COVID 19, OUHSD was not able to administer the YouthTruth Survey during the 2019-2020 school year.
Metric/Indicator Local Indicator – School Climate – Youthtruth Survey Student participation in the survey 19-20	Local Indicator – School Climate – YouthTruth Survey Student participation in the survey Actual: Due to COVID 19, OUHSD was not able to administer the YouthTruth Survey during the 2019-2020 school year.

Expected	Actual
82% Baseline 68%	
Metric/Indicator Local Indicator – School Climate Youthtruth Survey Student responses to College and Career Readiness 19-20 College Readiness = 40% Academic Rigor = 68% Student Engagement = 60% Baseline College Readiness = 25% Academic Rigor = 26% Student Engagement = 27%	Local Indicator – School Climate Youthtruth Survey Student responses to College and Career Readiness Actual: Due to COVID 19, OUHSD was not able to administer the YouthTruth Survey during the 2019-2020 school year.
Metric/Indicator Suspension Rate Indicator Suspension Rate 19-20 5.3% Baseline 6.88% 1200	Suspension Rate Indicator Suspension Rate Actual: 4.0%
Metric/Indicator Suspension Rate Indicator Discipline Incidents 19-20	Suspension Rate Indicator Discipline Incidents Actual: The District is no longer tracking this metric We are using Suspension Rate

Expected	Actual
<p>The District is no longer tracking this metric We are using Suspension Rate</p> <p>Baseline 11057</p>	
<p>Metric/Indicator Suspension Rate Indicator Expulsion Incidents</p> <p>19-20 42</p> <p>Baseline 60</p>	<p>Suspension Rate Indicator Expulsion Incidents Actual: 59</p>
<p>Metric/Indicator Chronic Absenteeism Indicator Average Daily Attendance/ Chronic Absenteeism</p> <p>19-20 ADA = 96.20% C. Absentee = 15.0%</p> <p>Baseline ADA = 95.1% C. Absentee = 19.76%</p>	<p>Chronic Absenteeism Indicator Average Daily Attendance/ Chronic Absenteeism Actual: ADA = 94.5% C Absenteeism = 18.4%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 109,449</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 36,707</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,747</p> <p>Indirect LCFF Supplemental and Concentration 4,747</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 83,162.66</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 988.48</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 27,921.07</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,694.94</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 32,229.43</p> <p>Indirect LCFF Supplemental and Concentration 7,577.22</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>1000-1999: Certificated Personnel Salaries Sup/Con; Title 1 3,442,643</p> <p>2000-2999: Classified Personnel Salaries Sup/Con; Title 1 368,409</p> <p>3000-3999: Employee Benefits Sup/Con; Title 1 1,551,314</p> <p>4000-4999: Books And Supplies Sup/Con; Title 1 146,890</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3,203,133.15</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 371,640.21</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,454,707.88</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 56,854.58</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Sup/Con; Title 1 404,590 Indirect Sup/Con; Title 1 178,907	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,680,172.54 Indirect LCFF Supplemental and Concentration 7,577.22
Provide professional learning and student programming that support cultural proficiency, community/school pride, and tolerance of others.	1000-1999: Certificated Personnel Salaries Sup/Con; Title 1 2,069 2000-2999: Classified Personnel Salaries Sup/Con; Title 1 0 3000-3999: Employee Benefits Sup/Con; Title 1 431 4000-4999: Books And Supplies Sup/Con; Title 1 0 5000-5999: Services And Other Operating Expenditures Sup/Con; Title 1 42,500 Indirect Sup/Con; Title 1 1,460	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2,135.28 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 459.10 3000-3999: Employee Benefits LCFF Supplemental and Concentration 497.20 4000-4999: Books And Supplies LCFF Supplemental and Concentration 55,194.49 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 44,667.70 Indirect LCFF Supplemental and Concentration 5,213.79
Provide CALSAFE programming for pregnant and parenting teens	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 705,000 Indirect LCFF Supplemental and Concentration 0	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 682,110.97 Indirect LCFF Supplemental and Concentration 4.82

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide safe routes to school, comprehensive safe school plans, procedures, and personnel to support student achievement, student safety, and student wellness	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2,495,074 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,097,228 4000-4999: Books And Supplies LCFF Supplemental and Concentration 175,202 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,750,500 Indirect LCFF Supplemental and Concentration 130,372 LCFF Supplemental and Concentration	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2,319,245.59 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,007,641.17 4000-4999: Books And Supplies LCFF Supplemental and Concentration 120,235.17 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,367,768.60 Indirect LCFF Supplemental and Concentration 181,888.20

Goal Analysis

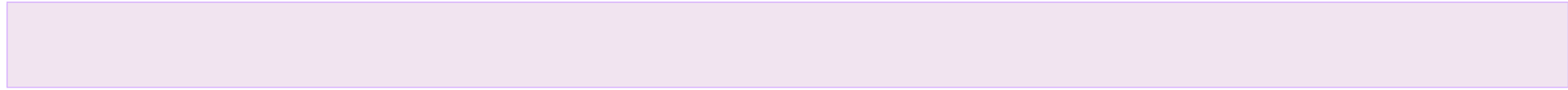
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2019-20 actions and services were implemented to support students, families, teachers, and staff while in-person through March 13, 2020. Upon the closure of schools due to COVID-19 public health restrictions, actions and services continued in a virtual format to address current needs and services.

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

August 2019 through March 12, 2020, OUHSD successes include positive attendance data, decreased suspension rate and positive student ratings in the categories of relationships with teachers and relationships with peers.

March 13, 2020, through June 16, 2020, the pandemic required OUHSD to close in-person school operations in March 2020. This closure and shift to distance learning was the challenge and it impacted the LCAP implementation and related actions for the remainder of the 2019-2020 school year.



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:	Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)
Local Priorities:	College & Career Readiness, Equitable Learning Conditions & Facilities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local Indicator Parent Engagement Parent Youthtruth Survey Participation 19-20 4000/16636 (24%) Baseline 810 (4.9%)	Local Indicator Parent Engagement Parent YouthTruth Survey Participation Actual:Due to COVID 19, OUHSD was not able to administer the YoutTruth Survey during the 2019-2020 school year.
Metric/Indicator Local Indicator Parent Engagement Positive parent Youthtruth survey responses 19-20 Communication & Feedback = 58%	Local Indicator Parent Engagement Positive parent YouthTruth survey responses Actual:Due to COVID 19, OUHSD was not able to administer the YoutTruth Survey during the 2019-2020 school year.

Expected	Actual
<p>Engaged & Empowered = 60% School Safety = 65%</p> <p>Baseline Communication & Feedback = 54% Engaged & Empowered = 56% School Safety = 62%</p>	
<p>Metric/Indicator Local Indicator Parent Engagement Positive parent Youthtruth survey responses</p> <p>19-20 The District is discontinuing this metric</p> <p>Baseline Contributing = 69% Decision Making = 49% Planning = 52%</p>	<p>Local Indicator Parent Engagement Positive parent Youthtruth survey responses N/A discontinued</p>
<p>Metric/Indicator Local Indicator Parent Engagement Parent program participation</p> <p>19-20 All Events = 4800 Site Events = 725</p> <p>Baseline All Events = 1944 Site Events = 367</p>	<p>Local Indicator Parent Engagement Parent program participation Actual: All Events = 1908 Site Events = 321</p>

Expected	Actual
Metric/Indicator Local Indicator Parent Engagement Parent participation in online home/school communication 19-20 The District is discontinuing this metric Baseline Active ParentVUE = 5916	Local Indicator Parent Engagement Parent participation in online home/school communication N/A discontinued

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide regular two-way school/home communication through outreach in the appropriate home language	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 11,233 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 51,380 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,111 4000-4999: Books And Supplies LCFF Supplemental and Concentration 6,558 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 11,331 Indirect LCFF Supplemental and Concentration 3,167	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2,194.92 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 12,657.97 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,001.11 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,695.58 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 13,507.79 Indirect LCFF Supplemental and Concentration 1,542.85

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 34,000 Indirect LCFF Supplemental and Concentration 1,103	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 36,020 Indirect LCFF Supplemental and Concentration 1,869.44
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.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,500 3000-3999: Employee Benefits LCFF Supplemental and Concentration 460 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8,800 Indirect LCFF Supplemental and Concentration 349	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 7,385.00 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3,746.00 3000-3999: Employee Benefits Supplemental/Concentration; CTEIG 1,327.00 4000-4999: Books And Supplies LCFF Supplemental and Concentration 263.05 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,902.40 Indirect LCFF Supplemental and Concentration 966.56
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.	2000-2999: Classified Personnel Salaries Sup/Con; Title 1 18,958 3000-3999: Employee Benefits Sup/Con; Title 1 8,861	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 20,582.68 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9,007.14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Sup/Con; Title 1 3,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,260.00
	Indirect Sup/Con; Title 1 1,000	Indirect LCFF Supplemental and Concentration 1,601.11

Goal Analysis

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

2019-20 actions and services were implemented to support students, families, teachers, and staff while in-person through March 13, 2020. Upon the closure of schools due to COVID-19 public health restrictions, actions and services continued in a virtual format to address current needs and services.

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

August 2019 through March 12, 2020, OUHSD successes include positive communication and increased connection with parents and other stakeholder groups. Positive parent participation include: Family Conference with 300 attendees, transition to high school outreach meetings with 356 attendees, and Grad Nation Family conference with 150 attendees.

March 13, 2020, through June 16, 2020, the pandemic required OUHSD to close in-person school operations in March 2020. This closure and shift to distance learning was the challenge and it impacted the LCAP implementation and related actions for the remainder of the 2019-2020 school year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cleaning Supplies/PPE	480,000	0	Yes

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

The action was still completed, however, the district utilized other funding sources provided by the federal government.

Analysis of In-Person Instructional Offerings

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

Oxnard Union High School District schools did not open for in-person instruction until Ventura County entered the red tier of the statewide watch list with a voluntary in-person instruction start date of March 16. Adhering to the OUHSD COVID 19 Safety Plan, OUHSD hosted a hybrid program that included one or more days of classroom-based instruction as well as Asynchronous (online) learning assignments as an intermediate step prior to a full reopening. An OUHSD convened Learning Redesign Coalition subcommittee was established to discuss and develop this hybrid model for specialty coursework that included Career Technical Education (CTE), AP/IB, Performing Arts, AVID, ASB, Intervention, Special Education, Athletics, and English Language Development. When the public health conditions allowed, OUHSD offered a hybrid model beginning with activity-based courses, as well as coursework for students with disabilities and English Learners that would adhere to local public health guidelines for safety and social distancing. Students in activity courses were assigned a specific day for classroom-based instruction and were given an option to attend all of their classes in-person minimally once a week; while maintaining their participation in distance learning-based instruction the rest of the week. Based on an assessment of necessary support for high-needs students, OUHSD brought students with disabilities and English Learners to campus for in-person instruction two to four days a week in the hybrid model. The District also planned a return for Moderate to Severely Disabled students to campus under the learning loss waiver. OUHSD brought back small cohorts of students suffering the greatest learning loss and were unable to have all their needs met through distance learning platforms to in-person tutorial programs. Counselors and Student Intervention Specialists also monitored students closely. Counselors

and Student Intervention Specialists created Social-Emotional Learning (SEL) lessons for Teachers to deliver and follow up with students who were referred for additional academic or social support. This included referrals for students that were not able to participate in daily live Synch instruction. The option to participate in independent study or home hospital teaching was offered. Additionally, Student Intervention Specialists partnered with a large number of community organizations to make referrals to ensure that students and families had access to all resources needed.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Conversion of Hard Copy to Digital Textbooks	1,100,000	0	Yes
Student Devices	2,800,000	0	Yes
Student Hotspots	1,100,000	0	Yes
DL Professional Development	200,000	0	Yes

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

The action was still completed, however, the district utilized other funding sources provided by the federal government.

Analysis of the Distance Learning Program

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

Continuity of Instruction

Teachers conducted live meetings (Synchronous) daily through Google Meet or Zoom. Online (Asynchronous) activities were also done online through Google Classroom and Canvas. Synchronous and Asynchronous activities were posted on a weekly agenda available through the school website that were reviewed the first day of the week and due the following Sunday. During live Synch activities, teachers planned activities and took attendance. Through online Asynch activities, students checked-in via a Google form or their Canvas online classroom. Asynch activities could be completed anytime online. Total Synch and Asynch time totaled a minimum of 360 minutes per day each week. Tutorial time was available for students on Fridays. Teachers recorded and posted tutorials for students to review. Teachers conducted 30-60 minutes of live Synch tutorial time each Friday.

All students in the OUHSD were issued 1:1 devices. Regular check-in communications between families/students and teachers included checking on equipment, materials, internet, and supplies. Per Williams, the district ensured instructional materials were

available to all students, including online materials, textbooks, packets of school supplies, ancillary course materials, and supplemental materials in home languages as necessary.

Math departments built DL curriculum and pacing referencing Essential Curriculum for Math 1-3 & PreCalc. Moreover, most teachers used Oxnard Online Math courses as their primary instructional platform. For singleton courses (e.g. AP Stats, Math 3 App, FoA, P&B Fin Math...) district-wide collaborations continued developing DL lessons throughout the school year. Math teachers also provided live stream note-taking and Q&A opportunities. English adopted a new digital curriculum, StudySync, which included a physical workbook. The StudySync app can be used offline and synced when needed which provided continuity regardless of whether students were learning at school or at home through distance learning. As a 1:1 district students used the digital platform for StudySync in the physical classroom or at home. Other strategies in English included Socratic seminars, philosophical chairs, shared slide decks/docs, and group discussions. This is also true for our students who are reading substantially below grade level through the digital reading intervention program, iLit. The Social Science department updated the curricular scope and sequence. They also added literacy components to help with an increased amount of materials that are shared electronically. Many teachers were encouraged and attended specific training to address the transition to a distance learning model. The California History-Social Science Project has been a great resource for many Social Science teachers. Many of the sample lessons were designed for secondary lessons and have been implemented across the district. The World Language department and ELD department selected key essential standards as a focus area. The selected essential standards are the necessary skills that students must learn and acquire to have access to a full curriculum and be able to move on into the next level of world language or ELD course. In addition, teachers strategically selected specific tech tools that would assist students with the development of Speaking, Listening, Reading, and Writing. AVID elective teachers and AVID site teams developed and modified the pacing calendar of key assignments that needed to be covered by the end of the year. This outline of key assignments was used with in-person and virtual instruction. All materials can be found on the AVID folder in Team Drive or by logging into myAVID.org. Additionally, AVID tutors worked in the elective classes to provide support to students with questions from their content areas. VAPA teachers have an essential standards document that they followed for the courses that were taught at each site. VAPA Band Directors developed a return to activity plan for students as well as outlining music pieces students can rehearse during Asynch instruction. Distance learning included Designated instruction for English learners from beginners/newcomer level (ESL 101). Also, designated instruction in the intermediate level (ESL 102), as well as the Advanced level (ESL 103). EL students were monitored on an ongoing basis to address their learning needs and assessment of English language proficiency, with support to access the General Education curriculum. Synchronous instruction of English learners included identification and monitoring of students who have experienced learning loss through daily teacher-developed assessments including interventions strategies to accelerate learning. Career Technical Education used virtual delivery systems that meet industry certification and college articulation requirements, including virtual labs.

Access to Devices and Connectivity

Oxnard Union High School District ensures access to devices by providing all students in the District a 1:1 Chromebook or laptop device. Students were surveyed to establish the need for assistance with connectivity. Students identified in need of home internet checked out an internet hotspot from their school site to provide connectivity at home. For students who were unable to utilize a hotspot at home due to poor or no cell coverage, they were allowed to utilize their school's network in small groups outdoors for a pre

scheduled period of time. For students without electricity at home, the District issued charging blocks available. Insurance and maintenance coverage for student devices is provided by the District. The District also provides a help desk for students, families and staff to access via the District website or by phone to provide assistance with any technology issues.

Pupil Participation and Progress

All students met with their teachers on a daily basis on the quarter system bell schedule and participated in both synchronous and asynchronous instruction each day. Class periods were scheduled for 90 minutes Monday through Thursday and 75 minutes on Friday. Students spent 30 to 60 minutes in the live Synch environment with their teachers and the balance of the period working on online Asynch assignments (270 minutes daily for students taking three courses and 360 minutes daily for students taking four courses). Teachers calibrated each week the time necessary for each live Synch and online Asynch activity to meet 435 minutes of weekly instructional time available for each course. The District tracked the participation and time value of Distance Learning through attendance taken by teachers in the live Synch meeting and a script set up in the Student Information System that tracks student participation in the online Asynch environment.

Teachers and other school staff reached out through phone and text to students who do not attend the daily live Synch meetings. If a Teacher reached a student and the student missed the live meeting due to a COVID-related hardship, the Teacher verified their participation for the day by reviewing the day's information and/or having the student log in to the Asynch environment to work on their assignments. Each week Teachers were also completing a weekly engagement log where student participation in weekly assignments is tracked and reported to the District through a google form that populates through a script into the Student Information System.

Examples of assessments in Distance Learning included, but are not limited to: in Math, checking for understanding components included in sync learning (e.g. chat replies, review of Oxnard Online "Checking Your Understanding", google form exit tickets...). Pupil work and time were measured via recorded live streams and data collected on Canvas, Google Classroom, and Big Ideas Math LMS platforms. In English, teachers utilized Google Classroom or Canvas to assign and collect student work for feedback. Ongoing formative assessment took place for checking for understanding and student progress. Some of the strategies that Social Science implemented were checking for understanding and measuring student successes multiple times through live instruction. Social Science teachers also built up their activities and in many cases placed a reduced emphasis on traditional assessments. This improved the ability of teachers to measure the value of what students are producing (student work). The ELD department had weekly student recordings using their Tier 1 &2 target vocabulary, as well as writing assignments that were evaluated and reviewed with students to provide feedback. Students submitted assignments via Google Classroom or Canvas for teacher feedback. VAPA students were assessed based on work they submitted through Google Classroom or Canvas as well as with recording apps for music.

Counselors and Student Intervention Specialists monitored students closely. Counselors and Student Intervention Specialists created Social-Emotional Learning (SEL) lessons for Teachers to deliver and followed up with students who were referred for additional academic or social support. This includes referrals for students that were not able to participate in daily live Synch instruction the option to participate in independent study or home hospital teaching. Additionally, Student Intervention Specialists partnered with a large number of community organizations to make referrals to ensure that students and families had access to all resources needed.

Distance Learning Professional Development

Distance Learning Training Modules

A series of training sessions were offered in four modules. The first module focused on the basics of Google Classroom and Canvas. The second module did a deeper dive into the two programs. The third module covered key digital tools in distance learning including Google Slides, Google Meet, and Screencastify. The fourth module was actually a whole series of sessions that people can choose from that cover a whole range of digital tools for distance learning such as EdPuzzle, Flipgrid, Padlet, and Pear Deck to name a few. Here is an overview of the Distance Learning Training Modules.

Oxnard Union Express (Alludo)

Alludo is a gamified professional development platform that we use for our gamified district game Oxnard Union Express. It has 4 levels: an onboarding level and three main levels. The three main levels feature activities on Productivity (G Suite for Education), Coaching & Collaboration, Digital Tools, Professional Learning Networks (PLN), Pedagogy, Digital Citizenship, and Oxnard Online (Canvas). We've also added an additional section for Distance Learning. These activities are available to all staff members and can be completed at any time. We have over 450 teachers that have participated in or completed the Distance Learning mission in Oxnard Union Express.

Oxnard U

Oxnard U is traditionally a week-long series of sessions that teachers can opt in to and select which they want to attend. It is usually led by our teachers and takes place before school starts. This year we made it a virtual event that began in August and is on-going. The activities included synchronous and asynchronous activities that were a mix of recommendations from our Distance Learning Committee/Learning Redesign Coalition and training sessions led by our teachers on various digital tools for distance learning.

Paraeducator Professional Learning Series

Based on feedback received from our District's Learning Redesign Coalition, a paraeducator training series was created. Over fifty educators throughout the district provided feedback. After feedback was analyzed, the paraeducator learning series was created.

Part One of the Paraeducator Learning Series took place the week of August 3, 2020, and ended on August 14, 2020. The series included beginner sessions which were divided into three segments. The first segment included the following sessions: Introduction to Alludo, Screenshot with Devices, Additions to Home Screen, Selfies, Twitter Integration, Access Google Accounts and Google Docs. The second segment included the following sessions: OUHSD Distance Learning Basics, Google Hangouts for Office Hours, Calendar Invites, EdPuzzle, Screencastify, Resource Sharing, SEL Check Ins, DL Strategies and Paraeducator Best Practices. The third segment included the following sessions: Google Docs, Spreadsheets, Slides, Drawings, Forms, Chrome, Suites and Adobe Spark.

Part Two of the Paraeducator Learning Series took place the week of August 24, 2020, and ended on August 29, 2020. This series focused on building on the foundation established during Part One. The Part Two Paraeducator Learning Series included more

intermediate sessions: Weekly Agenda, Interactive Meets, Grading for Equity, Social Emotional Learning, Digital Tools, Lesson Design, Student Voice and Google Classroom.

Part Three of the Paraeducator Learning Series were created after the first two quarters of the 2020-2021 academic year. This allowed for paraeducators to utilize and process thoughts and practices on the training sessions they had received. The third part was built on recommendations from paraeducators, SPED teachers they support, and administrators.

Inquiry & Engagement 2.0

To prepare for our move to our schools going 1:1 we did a series of trainings called Inquiry & Engagement. Our goal was to prepare our teachers for the shift to being 1:1 as well as focus on how to get the most out of the technology. We had a phased plan to our 1:1 implementation and we did three schools in 2018-2019 and were in the process of completing our four remaining schools this past year before we had to stop due to COVID-19. We also held some virtual training during June 2020.

We provided follow-up training for teachers that learned and used new digital tools in a 1:1 virtual environment. The training focused on how those digital tools and strategies were used and applied for inquiry-based learning and increased engagement in an in-person environment when we eventually returned to school.

Staff Roles and Responsibilities

As a result of COVID-19, the Oxnard Union High School District had to adapt staff roles and responsibilities in the following ways. Campus Supervisors now assisted counselors and administrators in contacting students to “re-engage” students in the educational process, telephone calls to families “not connected to distance learning”, followed up on flagged students who required “extra support” and supported teachers and counseling in following up on students who are not regularly present online. They monitored site surveillance cameras and assisted with supervising the District’s food distribution program. Most classifications were required to continue to perform the essential functions of their positions but in a remote work environment. Paraeducators continued to support students via virtual learning. Attendance personnel, Registrars, Clerical Support, Informational Technology, Secretaries, Guidance Technicians, Associated Student Body bookkeepers, Library- Textbook Media Technicians, and College and Career Technicians continued to perform their same duties but in a remote environment contacting students directly or via google classroom, email or the applicable media platform under the guidance of certificated staff and administration. Health Clerks and Duplicating machine operators continued to perform their duties; however, they were also assisting in other areas, i.e. working out of class, due to the decreased demands of their in-person workloads in a remote learning environment. District office clerical support staff in all departments worked modified schedules on and off-site and continued to perform the essential functions of their position. Bilingual substitute teachers and other bilingual staff were tasked to reach out and connect to Spanish-speaking students/families and to support instruction, as well as to provide some direct support for instruction in the live Synch environment and in other meetings as needed.

The Oxnard Union High School District monitored the impact of changes by working closely with our site leaders to assess the effectiveness of the changes in roles and how this impacts students’ learning, and well-being.

We continue to support staff that were working in a new role by partnering with our employee associations to monitor and respond to employees to increase their sense of safety, health, and well-being.

Supports for Pupils with Unique Needs

To increase awareness of the support available for District Foster Youth and McKinney/Vento eligible students, Student Support Services and the Student Intervention Specialists worked with Community-Based Organizations to offer support in a remote setting. The Student Support Services Guidance Tech monitored FY/MV student grades and attendance and also connected students with resources on and off the school site. During Distance Learning, Student Support Services increased web-based resource information for Foster Youth and McKinney/Vento eligible students through the District website. The district coordinated with FNL/BRITE (suicide prevention) to engage students in an interactive platform with games, workshops, and other prevention activities including but not limited to wellness rooms, SEL activities, LGBTQ+ awareness, Tobacco/Vaping Prevention, alcohol, and other drug prevention. In an effort to support ELs, Foster Youth, and McKinney-Vento students, teachers worked on maintaining a level of continuity in students' daily instruction in their online practices. Ensuring that students have access to a full curriculum with supports and instructional resources required that technological support was provided and supported. Additionally, teachers supported our students with virtual tutoring throughout the week, especially on Fridays. District Learning Design Coaches worked with teachers in content areas in order to address EL academic and language needs. During the summer, extensive staff development was made available to all instructional staff on meeting the needs of EL in distance learning. The Distance Learning subcommittee continued to meet throughout the school year. EL students were supported through Categorical Program Counselors and Student Intervention Specialists and EL parents were invited to monthly information meetings. Training was developed to assist EL parents with the parent/family communication apps Parent Square and Parent VUE. Additionally, the English Learner Response Team at each site conducted progress monitoring for EL students in Distance Learning. OUHSD provided students with disabilities an individual distance learning plan that met the needs of the student's IEP to the greatest extent possible. Special education staff and support providers collaborated to get parent input into these plans. Distance learning plans included synchronous and asynchronous instruction. High tech and low tech materials were provided based on the individual needs of the student. OUHSD continued to identify students who may be in need of special education services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online curriculum support programs	100,000	0	Yes
AVID Tutors	125,000	72,021.74	Yes
Edgenuity online credit recovery	250,000	0	Yes

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

The action was still completed, however, the district utilized other funding sources provided by the federal government.

Analysis of Pupil Learning Loss

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

Summer School was offered to all District students and over 5000 students were enrolled. Summer School included credit recovery and course completion for those students who received an incomplete grade in Spring Distance Learning

Math diagnostics are available for students within units organized in Oxnard Online, Big Ideas Math, and Google Classroom for a student to access at their appropriate pace. Students can accelerate beyond the teachers synced pacing to get ahead. Students that are behind - many who are part of special populations - are given time to make up work, review lessons as needed and re-test. Moreover, math teachers provided daily office hours and weekly tutoring time for students in need of additional support in their learning. Math teachers also started to modify assessing practices to include more conceptual explanation and multiple representations of mathematical thinking which goes beyond procedural fluency and allows students to utilize their available resources (e.g. notes, DESMOS, textbook resources, videos...) during assessments.

In English classes, through the use of readiness assessments and other inventories teachers determined where individual students require support due to learning loss. Scaffolds were assigned which were used in a specific and targeted way that provided that support in order to mitigate those losses while also providing access to grade-level content and skills in order to maintain rigor and growth. These supports were specific to students as needed and could be changed as students progressed. This especially helped those students who are language learners, have IEPs, and/or are reading a few years below grade level, including those who are low-

income, foster youth, and/or experiencing homelessness. The digital platform provided an app for students to use which did not require wifi to work within it. Students could sync their devices (provided by the District) using hotspots (provided by the District) to the app as needed.

Social Science improved and modified the pacing of State Standards content and literacy standards to address the skills required at the appropriate grade levels. For example, our World History and United States History courses were paced from a traditional semester-long course into quarter-long courses. We built review topics to assist with the summer breaks. On our new pacing calendars, the LEA built-in ELD support sections to help with documenting support tools available. We also built-in collaboration time to support teachers with best practices to address the ELD strategies in the social sciences. The social science department has remained supportive to CCSS Language Arts Literacy Standards and many teachers have aligned their departments with the Language Arts departments at the various school sites.

Our designated ELD classes strategically created various breakout sessions, small groups, or 1:1 so that the teachers could better assist students with the necessary reading, writing, and speaking skills, (with the support of a bilingual paraeducator or additional tutor). ELD teachers will also recorded their synchronous sessions so that students could review the content at their own pace if necessary. ELD teachers utilized a series of strategies to scaffold instruction for the various levels of our ELD students within a classroom. Strategies: sentence frames, visuals, realia, short videos, word banks, I do, we do, you do model and frayer model-vocabulary development. Each campus in the District offered online credit recovery through Edgenuity and Oxnard Online during the school day to continue to address the needs of students who received an incomplete in any Spring 2020 course.

Pupil Learning Loss Strategies

Categorical Program Counselors closely monitored English Learners, Foster Youth, and Homeless Youth in regard to any credit and incomplete recovery required to insure high school graduation as well as college and career readiness. Student Intervention Specialists provided Social-Emotional Support and referrals to Community Based Organizations for any specialized needs.

For students with disabilities, addressing learning loss was done through daily check ins with Teachers and progress monitoring of student IEP goals by Case Managers. Distance Learning plans were adjusted to review progress and to provide for more support in the goal areas identified for each student. The District uses online intervention systems such as N2Y/Unique, for students with severe to moderate disabilities. Protocols for in person assessments of progress for students with disabilities have been developed.

In Math, Essential Curriculum Committees streamlined the pacing of State Standards content to efficiently and economically teach and assess foundational topics and skills prerequisite for subsequent courses in a math pathway. For example, the Math 1 Unit GRAPHING LINEAR FUNCTIONS paced from seven 90-minute periods to five by combining sections, using DESMOS activities to expedite learning through modeling, and de-emphasizing end of unit section of Transformations which is given a deeper dive in Math 2.

In English classes, utilizing our digital curriculum's readiness assessment, teachers met students where they are through differentiated instruction and individualized scaffolding to provide support while maintaining rigor and moving student achievement forward. These are especially critical for our students who are language learners, have IEPs, and/or are reading a few years below grade level. For our students who have more substantial reading deficits, we are using the GRADE assessment in the iLit program to assess and provide individualized support.

Social Science content is available for students within units organized in Oxnard Online, Google Classroom also is available for a student to access at their appropriate pace. Students in some courses could accelerate beyond the teacher's synced pacing to get ahead. Students that were behind - many who are part of special populations - were given time to make up work. In many cases this is supported with team taught classes with SPED teachers. Moreover, social science teachers provide daily office hours and weekly tutoring time for students in need of additional support in their learning. Social Science teachers have found great success by utilizing their available resources (e.g. notes, interactive, textbook resources, videos...) during assessments and activities. Many of the activities have been developed to address the learning loss from last Spring and prepare students for challenges of potential missed instruction ahead.

Both the World Language and ELD department conducted a district initial assessment to identify the students' current abilities and areas students need support. For ELD, if a student was recommended to move up the next level, even if the student may have missed instruction during COVID-19, the expectation was to provide the necessary support so that student can be successful in the current level of ELD.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of implemented pupil learning loss strategies included daily attendance in live Synch meetings and the work completed in the online Asynch environment. Monitoring of the grades and credits students are earning and tracking the credit recovery of students who received one or more incomplete course grades from Spring 2020 provided a window into the success of these strategies.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the summer, the District implemented online professional development that included SEL training for teachers. Teachers were asked to implement a weekly SEL check-in during Distance Learning. Student Intervention Specialists created site-specific resource websites and online classrooms in order to connect students with wellness resources and other supports. Teachers were also encouraged to include a link to the Student Intervention Specialists in their weekly agendas in order to increase access to mental health and wellness supports for students. Student Intervention Specialists also provided outreach to students via online platforms such as Twitter, Instagram, and Parent/Student Square. BRITE (suicide prevention grant) provided student engagement via an interactive platform with games, workshops, and other prevention activities including but not limited to wellness rooms, SEL activities, LGBTQ+ awareness, Tobacco/Vaping Prevention, alcohol, and other drug prevention. The Wellness Collaborative worked with Farm to School and HealthCorps to design staff and student-centered wellness challenges delivered through live Synch meetings on a monthly basis. Strengths-Based Universal Screening (Covitality) was administered in Q1 with SIS team and each site team followed up with students identified as needing additional support through an MTSS response plan. The District provided (free, online) webinars and other opportunities for staff to attend professional learning on SEL and MTSS topics with a distance learning focus.

Student Intervention Specialists and Categorical Program Counselors provided students with SEL and wellness support in the student's primary language. Both the intervention specialist and categorical program counselors provided tiered re-engagement strategies for students who were not attending live Synch meetings or engaging in Distance Learning.

Students with disabilities were monitored for mental health and social emotional well-being. Additional behavioral and mental health services were provided for students who are identified as needing those services. OUHSD partners with Ventura County Behavioral Health and City Impact to help in ensuring mental health needs are being supported.

Analysis of Pupil and Family Engagement and Outreach

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

The Director of English Learner Services held monthly virtual Community Forums in Spanish which provided parents, students, community, and district personnel with information on district plans for Distance Learning. Additionally, monthly agendas included district and community services that support English Learners and their families; Descriptions of what synchronous and asynchronous instruction entails; How to contact teachers, counselors, and administrators; and The importance of staying connected with school personnel regarding issues with student instructional support as well as the importance of students emotional well-being, and their ability to learn during this time. Additionally, the EL Services department held virtual monthly meetings with administrators, counselors and Title III support personnel. In turn, they communicated the information to the families. Translation and interpreters are provided in order to communicate and receive input from families. These meetings were held every first Wednesday of the month, from 6:00 - 7:30

PM. There is continuous outreach to parents in order to address what the district needs to do to engage them. In an effort to inform parents and students of the start of school, Title III support personnel contacted families in early June to inform them of the changes to instruction, distance learning, review parent/students expectations, inform about resources available and methods for ongoing communication.

Students absent from daily live Synch meetings were contacted by the Teacher or by staff at the school site to determine if they are having difficulty accessing Distance Learning. Technology issues were referred to the help desk and followed up to confirm solutions to any tech issues. If students were consistently unable to access Distance Learning both in live Synch and they were unable to check in to their online Asynch assignments due to work or head of household commitments, the student was offered site-independent study and a parent/family meeting was conducted. Placement in the site-independent study was re-evaluated each quarter. Students were also evaluated as needed for District alternative programs. English Learners who do not attend Distance Learning were contacted by the Categorical programs counselor and/or the Categorical programs guidance technician. If EL students were still not able to access or attend Distance Learning after an initial intervention, parent conferences and/or home visits were conducted.

Analysis of School Nutrition

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

OUHSD Nutrition Services is committed to serving nutritious meals to our students. We recognize the important role good nutrition plays in a child's daily academic success and we believe the meals we serve are one of the building blocks required in a productive learning environment. OUHSD students, whether they are participating in in-person/hybrid instruction or in distance learning were provided healthy options for their breakfast, lunch, and supper meals. Nutrition Services menus offer a variety of good fresh food options including locally grown fresh vegetables and fresh fruits with every meal. All our menus follow strict requirements for calories, saturated fat, sugar, sodium, and whole grains outlined in the Healthy Hunger-Free Kids Act.

Food Services schedule:

Tuesdays - 2 Breakfast, Lunch, and Frozen Supper meals will be distributed (6 meals totals)

Thursday- 3 Breakfast, Lunch, and Frozen Supper meals will be distributed (9 meals totals)

Milk and Juice, Fresh Fruits, Vegetables, and Harvest of the Month Salad also will be provided

Serving Times 7:00am – 9:00am; 12pm - 1pm; 5:00pm – 7:00pm

Locations ACHS, CIHS, HHS, OHS, PHS, RMHS

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health and Wellness Screening tool to determine student need for services	28,000	0	Yes
Mental Health and Social and Emotional Well-Being	9 Certificated personnel with PPS to work with students (voluntary and referred) and families to provide Mental Health services, wellness programs, and referrals to community based agencies	1,400,000	1,410,535.84	Yes

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

The action was still completed, however, the district utilized other funding sources provided by the federal government.

Overall Analysis

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

OUHSD learned that our students and teachers have gained skills and experiences that otherwise may not have been developed in the time span of the school closures and re-opening. In addition, the administration recognizes these assets can continue to be leveraged as part of a learning recovery plan. Throughout the closure and re-opening processes, stakeholder engagement was critical to a path forward and that will continue to guide us. Specific LCAP actions for 2021-24 to address learning recovery and necessary supports include expanded learning opportunities, targeted social emotional supports, and physical health supports. Many previous LCAP actions are included as they continue to produce the results aligned to the Board's established goals for students and staff.

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

OUHSD District and site staff will establish a process to identify the students who are experiencing significant learning disruption. The metrics used to identify targeted students will include attendance, period attendance, semester grades, number of D and F's, and a social-emotional assessment (CoVitality) These assessment strategies will support the development of an expanded learning plan that

will include targeted supports and actions in the areas of academics, Social Emotional Learning supports, and physical health. For pupils with unique needs, Assessments will include:

- CoVitality, a social-emotional assessment for students in grades 9 through 12, will continue to be used to identify and support students in need
- continue to collect and monitor SIS and wellness center data and adjust services
- collect and monitor services logs for additional instructional supports for all students with IEPs
- continue to monitor all IEP goals for meeting goal completion
- continue to collect and monitor Foster Youth and Homeless data and adjust services
- monitor suicide risk assessments and provide immediate response
- monitor attendance, suspension, and/or expulsion data of students with unique needs and adjust supports

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

N/A

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

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

Based on the analysis of the 2019-2020 LCAP and the 2020-2021 LCP, OUHSD will continue the 2021-2024 LCAP with three broad goals:

1. To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to develop and implement an instructional program that supports the high school diploma as a minimum and provides college and career readiness to every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.
2. To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation.
3. To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.

Instructions: Introduction

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	28,086,114.00	28,177,992.65
	0.00	0.00
LCFF Supplemental and Concentration	21,461,690.00	28,176,665.65
Sup/Con; Title 1	6,591,146.00	0.00
Supplemental/Concentration; CTEIG	33,278.00	1,327.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	28,086,114.00	28,177,992.65
1000-1999: Certificated Personnel Salaries	10,179,141.00	9,443,152.88
2000-2999: Classified Personnel Salaries	3,546,862.00	3,284,969.99
3000-3999: Employee Benefits	4,986,171.00	5,121,032.73
4000-4999: Books And Supplies	3,290,649.00	3,179,871.71
5000-5999: Services And Other Operating Expenditures	5,285,756.00	6,166,546.46
Indirect	797,535.00	982,418.88
	2,417,663.00	794,550.72

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	28,086,114.00	28,177,992.65
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	6,491,139.00	9,443,152.88
1000-1999: Certificated Personnel Salaries	Sup/Con; Title 1	3,661,002.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration; CTEIG	27,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	3,157,495.00	3,284,969.99
2000-2999: Classified Personnel Salaries	Sup/Con; Title 1	388,867.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration; CTEIG	500.00	0.00
3000-3999: Employee Benefits		0.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	3,321,316.00	5,119,705.73
3000-3999: Employee Benefits	Sup/Con; Title 1	1,659,077.00	0.00
3000-3999: Employee Benefits	Supplemental/Concentration; CTEIG	5,778.00	1,327.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	3,138,759.00	3,179,871.71
4000-4999: Books And Supplies	Sup/Con; Title 1	151,890.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	4,750,016.00	6,166,546.46
5000-5999: Services And Other Operating Expenditures	Sup/Con; Title 1	535,740.00	0.00
Indirect		0.00	0.00
Indirect	LCFF Supplemental and Concentration	602,965.00	982,418.88
Indirect	Sup/Con; Title 1	194,570.00	0.00
		194,570.00	0.00
		193,570.00	0.00
		1,080.00	0.00
		13,203.00	0.00
		1,080.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	13,280,479.00	14,069,957.32
Goal 2	1,978,585.00	1,950,894.24
Goal 3	12,648,239.00	12,032,610.49
Goal 4	178,811.00	124,530.60

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$480,000.00	
Distance Learning Program	\$5,200,000.00	
Pupil Learning Loss	\$475,000.00	\$72,021.74
Additional Actions and Plan Requirements	\$1,428,000.00	\$1,410,535.84
All Expenditures in Learning Continuity and Attendance Plan	\$7,583,000.00	\$1,482,557.58

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$480,000.00	
Distance Learning Program	\$5,200,000.00	
Pupil Learning Loss	\$475,000.00	\$72,021.74
Additional Actions and Plan Requirements	\$1,428,000.00	\$1,410,535.84
All Expenditures in Learning Continuity and Attendance Plan	\$7,583,000.00	\$1,482,557.58

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard Union High School District	Dr. Tom McCoy Superintendent	thomas.mccoy@oxnardunion.org (805) 385-2500

Plan Summary [2021-22]

General Information

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

The city of Oxnard is located on California's southern coast and is the most populous city in Ventura County. Incorporated in 1903, Oxnard, the 22nd most populous city in the state of California, lies approximately 60 miles west of Los Angeles. In the mid-20th century, Oxnard grew and developed the areas outside of downtown with homes, industry, retail, and a new harbor named Channel Islands Harbor. Oxnard's city has historically been planned as a combination of neighborhoods and urban development focused on the downtown, coastline, and harbor areas. The city's incorporated areas are focused on industrial, residential, and commercial space. In addition, the city is surrounded by agricultural land and the Pacific Ocean, as well as the Santa Clara River. Ormond Beach is one of five that stretch along the Oxnard coast. The beach, which stretches for two miles, adjoins the Ormond Wetlands, some farmland, and a power plant. It covers the area between the city of Port Hueneme and Naval Base Ventura County, Point Mugu, and is a well-known bird watching area. Oxnard's primary development lies along Highway 101, Highway 1, and major transportation roadways that feed into them. The city is a major transportation hub in Southern California with Amtrak, Union Pacific, Metrolink, Greyhound, and Intercalifornias. It also has a small regional airport, Oxnard Airport. Prior to and during World War II, the naval bases of Point Mugu and Port Hueneme were established in the area to take advantage of the only major navigable deep-harbor port on California's coast between the Port of Los Angeles and San Francisco Bay. Port Hueneme moves trade within the Pacific Rim economies. The naval bases have influenced and encouraged the development of defense-based aerospace and communications industries in the City of Oxnard which have extended out to other portions of the county. The Oxnard Plain, because of the high-quality agricultural soils, coupled with a favorable climate, is considered one of the most fertile areas in the world. Agriculture is one of the top contributors to Oxnard's economy. Other industries include finance, manufacturing, transportation, the high tech industry, energy, and petroleum with two large active oil fields that are still producing.

Oxnard Union High School District (OUHSD) was established in 1901 and opened Oxnard High School in 1902. The district was formed by the elementary districts in the area it served in order to provide public education for grades 9 through 12. Oxnard High School served all of the secondary students on the Oxnard Plain and the Conejo Valley until 1956 when the district opened Adolfo Camarillo High School. The population growth of the area was reflected in the rapid addition of more schools: Hueneme High School in 1960; Thousand Oaks in 1962; Rio Mesa in 1965; Channel Islands in 1966; and Newbury Park in 1967. Frontier High School, a continuation school, was opened using

existing facilities at the former Oxnard Air Force Base (now Camarillo Airport) in 1972. In 1974, Thousand Oaks and Newbury Park High Schools became part of the newly established Conejo Unified School District. In 1995, the new Oxnard High School campus on Gonzales Road opened its doors, and the 1900 era campus on 5th Street closed. Pacifica began serving students in 2001 and became the district's 6th and most populated school. In 2015, high school number 7, Rancho Campana opened its doors. Oxnard Middle College High School welcomed students on July 2, 2018. The newest school, Del Sol, will be under construction and is projected to open and greet students in the fall of 2023. The city of Oxnard and surrounding communities are served by five K-8 school districts. Students that attend these districts "feed" into OUHSD after grade 8. They are:

- Hueneme School District: Serves 7,600 students at 11 campuses in South Oxnard, Port Hueneme, and Oxnard beach neighborhoods.
- Oxnard School District: Serves 18,000 students at 21 campuses throughout Oxnard.
- Ocean View Elementary School District: Serves 3,000 students at 6 campuses in South Oxnard.
- Pleasant Valley School District: Serves 6,200 students at 11 campuses in Camarillo.
- Rio School District: Serves 5,000 students at 8 campuses in North Oxnard and El Rio.

OUHSD also receives students from smaller districts including Somis and Mesa Union School Districts along with private and charter schools.

All public high schools in Oxnard, Camarillo, and Port Hueneme as well as the unincorporated areas of El Rio, Somis, Silver Strand, and Hollywood Beach are operated by the Oxnard Union High School District. In OUHSD, 16,839 students attend six comprehensive high schools. These sites are Adolfo Camarillo (enrollment 2,128), Channel Islands (2,750), Hueneme (2,400), Oxnard (2,823), Pacifica (3,198) and Rio Mesa (2,381). Condor High is an alternative school with an enrollment of 374. Frontier High is our continuation school with 291 students. Oxnard Middle College High School is located on the campus of Oxnard College and is in its third year of operation with 119 pupils. Rancho Campana is a career-themed school and has 829 students.

District students represent the great diversity of the region with 79.6% of students Hispanic or Latinx, 11.1% White, 3.4% Filipino, 1.7% Asian, and 1.5% African American. 69.7% of District students experience poverty and 59.6% of OUHSD students come from a second language background; 1.9% are initially fluent (IFEP), 14.2% are English Learners (EL), and 43.5% are Reclassified Fluent English Proficient (RFEP). OUHSD's vision and mission of Building 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.

The COVID-19 pandemic has challenged our community, students, families and schools these past 16 months. COVID-19 is a social and economic crisis just as much as it is a health one – its repercussions can be severe and far-reaching. From school closures to devastated industries and jobs lost – the social and economic costs of the pandemic are many. The COVID-19 outbreak affects all segments of the population and is particularly detrimental to members of those social groups in the most vulnerable situations. COVID-19 is threatening to widen inequalities. During this period many families have fallen below the poverty line. More than one billion youth are now no longer physically in school after the closure of schools and universities. With the closures of schools, many students have had to take on more home care and or financial responsibilities. Many vulnerable youth such as English learners, low income, migrant, foster youth, and/or homeless are in precarious situations. They are the ones who can easily be overlooked if we do not pay specific attention to their varied needs. In the LCAP, stakeholders want to be certain that the needs of all our students, in particular the student groups who are in the red and orange on the 2019-2020 California Dashboard are supported and that they at a minimum, graduate with a high school diploma and are

college, career, and life ready through accessible, engaging, equitable, and rigorous curriculum and instructional practices.

Reflections: Successes

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

Stakeholder feedback was sought multiple times throughout the year, including site ELAC and School Site Councils, DELAC, and District LCAP Community Meetings. Other stakeholder meetings included Principal Student Advisory, PTSA/PFSO, and Black/African American Education Advisory meetings. All meetings sought input and feedback on newly established LCAP Goals in regard to (1) Instruction, (2) College, Career, and Life Readiness, and (3) Multiple Tier Systems of Intervention and Support with embedded parent and community involvement in all three goals.

In response to school closures due to COVID-19, the district also began meeting regularly with district faculty to engage in distance learning guidance and professional learning meetings called the Learning Redesign Coalition. When meeting with the different OUHSD stakeholders, data sets were explained, reviewed, and analyzed to generate best practices to support student academic and social engagement and success. External resources used were the California Dashboard, UCSB Transcript Evaluation Service (TES), YouthTruth Survey, and CoVitality screening. Internal indicators used to monitor student progress throughout COVID-19 were D & F rates, attendance, and credit accrual reports. During this time, OUHSD teachers reflected on grading practices and shared the difficult situations many of our Low Income, McKinney Vento, Foster Youth, and English learners were having to navigate. Many of our students were placed in charge of younger siblings and had to take on various additional responsibilities including employment as a means to support their families. Other identified challenges were lack of reliable internet resources, hardware, and nonreliable electricity sources increasing the digital divide for our underrepresented communities. This started the conversation about grading, the end result was Oxnard Union High School District's grading policy was updated to be equitable, focusing on mastery of content, and the use of rubrics supporting LCAP Goal 1.

Input for the LCAP was provided by various and diverse parent advisory committees, community organizations, student groups, and district employees. The Dashboard provides families, community, and educators with meaningful information on school and district progress so they can participate and make informative decisions to improve student learning. During COVID-19, many of the state and local indicators on the 2020 California School Dashboard were suspended by Senate Bill 98. The statute requires that available data that is determined to be valid and reliable would be included in the Dashboard for 2020. Two reports on the Dashboard considered viable data sources are the College/Career Measures and the Graduation Rate report. Upon review and comparative analysis between the years 2017 and 2020 for the College/Career Indicator (CCI) shows all our student groups improved. The CCI growth ranged from 10 to 25 points. The percentage of Students Prepared by all students increased 10.7 points. Notable increases are seen in our African American and Foster Youth students, both groups improved by over 20 points. The District will continue to support intentional college and career readiness during and outside of the school day by creating partnerships with universities and businesses, supporting students in the college and financial aid application processes, and cost reductions for IB and AP exams supporting LCAP Goal 2.

Comparing the Graduation Rates for 2017 and 2020, although modest, increases are seen in most of our student groups. The two student groups that increased the most were our Foster Youth by 3 points and our White students by 1.7 points. Other groups increased by 0.1 to

0.3 points. When comparing the State and Oxnard Union graduation rates, Oxnard Union High School District's overall graduation rate is higher. The District continues to focus on clear achievable academic and social objectives, plus various types of assistance for students through Multi-Tiered Systems of Intervention Supports. For the 2021-2022 school year, all school sites will open with student Wellness Centers on their campuses. The intent of the center is to have a place for students to find coordinated resources that provide academic, socio-emotional, and health/wellness information and interventions that can be accessed during and outside the school day supporting Goal 3.

Reflections: Identified Need

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

The 2018 reporting for the California School Dashboard for OUHSD showed a performance level of Orange on both the English Language Arts (ELA) and Mathematics Indicators for All students including Students with Disabilities, African American, and Hispanic students. Our identified area of need is the progress of our English Learners (EL), Low Income (LI), Students with Disabilities (SWD), and Homeless students. These student groups are at the performance level of Red in ELA and Math. The CAASPP data identified declines in English Learner performance for ELA and Math. The District identified performance gaps using the 2018 Dashboard in ELA for African Americans (Orange), Hispanics (Orange), Students with Disabilities (Red), English Learners (Red), Homeless (Red), and LI (Red) students. In Mathematics, the same student groups with performance gaps are African Americans (Orange), Hispanics (Orange), Students with Disabilities (Orange), English Learners (Red), Homeless (Red), and LI (Red) students. A plan to improve outcomes in ELA and Math for EL, LI, FY, Homeless as well as significant ethnic student groups was created. 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). ELRT consists of ELD and general education content teachers, site counseling staff, and site administration. The ELRT will use ELPAC scores, credits earned, and D/F rates to identify English Learner students in three groups: on track to graduate (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. The 2018 plan was in the installation and partially implemented stages when COVID 19 virus slowed down momentum, stopped observations, meetings, and trainings.

Reflecting on the past 16 months the District acknowledged our plan was not fully implemented due to COVID-19. Guidelines on safety limited contact or interaction with students, parents and District staff. Oxnard Union High School District has decided to continue with the previous plan and to fully implement Lesson Study, EL Response Teams and Instructional Rounds. In addition and in response to our growing population of SLIFE (Students with Limited or Interrupted Formal Education) students, two Newcomer Centers will open in the Fall. These students are "English language learners who have experienced interrupted education due to war, civil unrest, migration, or other

factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances.” (DeCapua & Marshall, 2010) The centers will be located at Hueneme and Oxnard High Schools. (Goal 1)

Senate Bill 98 suspended many of the state and local indicators on the California School Dashboard. Two valid and reliable data sets recognized are the College/Career Measures and the Graduation Reports. As the District reviewed the College/Career Measures report it was noted and celebrated that all our student groups improved in this area by 10-25 points. The new Director for Career Technical Education has created and conducted student and parent focus groups asking them how she can recruit more of the “non-traditional” student groups. She is committed to increasing the number of our sub - groups in Career Technical Education. The District will continue to support intentional career readiness during and outside of the school day. (Goal 2)

OUHSD's graduation rate is higher than the State average at 84.8%. Our continuation school continues and is committed to improving their graduation rate. When looking at the school site averages for graduation, our range is from mid 80% to the high 90%. Reviewing our graduation rates for our subgroups, the graduation gap is closing. Our next step was to look at the A-G going rates for OUHSD sub-groups. The % of students meeting A-G requirements is increasing but our subgroups are graduating but not meeting A-G. This is where the District needs to invest time, effort, resources and continue to build a multi-tiered system of intervention and support. MTSS provides a method of early identification and various levels of intervention that can help struggling students to “catch up” with their peers. Schoolwide expectations, tiered systems of support, and consistent data analysis are critical to the success of MTSS. Interventions when paired with academic assistance can help students improve in all areas. The MTSS initiative helps educators to provide students with the help they need to develop the social and emotional learning skills that are needed for success, hence increasing A-G College Readiness rates. (Goals 2 & 3)

Parent/Family support is important for every goal. Upon reflection and discussion Parent/Family involvement will be incorporated into each goal. Many research studies have shown parent/guardian involvement in education no matter the income or background, students with involved parents/guardians are more likely to have higher grades and test scores, attend school regularly, have better social skills, and adapt well to school. OUHSD UC/CSU readiness for all students is at 44%. The District is behind the County by 4 points and 7 points behind the State. When looking at our subgroups there is a college readiness gap; EL 21%, Foster 32%, Homeless 37% and Low Income at 40%. The efforts to involve our parents/guardians need to be in collaboration with the school sites, the District and presented in the appropriate languages. Involving, informing and training parents/guardians on their importance in their student's development in regard to Instruction, College & Career Readiness plus Multi-tiered Systems of Intervention & Support will not only benefit our students but our community in general. (Goals 1,2, and 3)

LCAP Highlights

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

OUHSD's 2021-2024 LCAP features a continuation of work to support students, staff, and families in a variety of ways. OUHSD will continue to support numerous actions to improve student success in ELA, math, science, and literacy. There will be an intentional focus on our unduplicated students with academic and social-emotional supports as well as 9-12 program offerings to increase access and college,

career, and life readiness. There will also be an intentional focus to support all students, parents, and staff both during and after the pandemic. OUHSD recognizes that with the learning disruption experienced by students comes the need for learning recovery and all the associated actions, including additional social, emotional, and physical wellness supports for all stakeholders. OUHSD will continue important work from before, during, and after the pandemic, such as professional development aligned to CA State standards for our teachers; technology refresh for student and staff computers; social-emotional supports, health supports, and after-school programming; increased ELA and Math Literacy supports, increased equity focus, culturally relevant learning opportunities, and efforts to recruit diverse teachers.

Moving forward in year one of our new three-year plan, OUHSD will have three broad goals.

1. To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to develop and implement an instructional program that supports the high school diploma as a minimum and provides college and career readiness to every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.
2. To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation.
3. To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to implement multitiered systems of intervention and support that effectively promote diversity, equity, and inclusion.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Frontier High School

Support for Identified Schools

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

Frontier high school is the alternative high school for Oxnard Union School District. Students requiring an alternative educational setting to the comprehensive high school may be placed in FHS based on counselor referral and parent consultations. FHS serves students who need an educational environment that is smaller, more intimate, and more flexible. The core of FHS is a belief that all students have potential, that some students experience unique challenges during their high school years, and that all students deserve an educational setting in which they can realize that potential.

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, 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 a plan development.

Frontier high school was identified for CSI in the 2019-20 school year based on results of the 2019 California School Dashboard State Indicators. Dashboard results were provided to FHS administrators in February 2020 identifying criteria by which the school was designated for CSI.

FHS received a red performance color in three of the five state indicators it received: Suspension rate at 18.2% (suspended at least once) an increase of 0.3% from the previous year, College/Career at 2.2% prepared, maintained 1.8% from the previous year. In English Language Arts at 173.8%, a decline of 15.4% and in Mathematics, 247.3% a decline of 4.4% from the previous year. By Performance Level, the English Learners were 184 points below standard, they maintained -0.8 points, the Hispanic group at 175.1 points below standard, a decline of 15.2 points, and the Socioeconomically Disadvantaged Students group at 174.2 points below standard, a decline of 9.2 points. FHS Graduation rate advanced to 81%, an increase of 30.4%.

The District applied for ESSA section 1003 funds and was awarded \$166,000 to develop and implement a plan with stakeholders to improve student outcomes. School administrators and lead staff were notified of the CSI designation, District and site responsibilities, CSI plan requirements, and funding information.

The District will support Frontier high school staff in developing a CSI plan by providing staff to assist with the following processes:

- Guiding development of a guaranteed and viable curriculum and utilizing funds for stakeholder engagement
- Reviewing course options and overall approach to course selection and grading
- Reviewing local and state assessments to determine areas for academic improvement, growth, and strength
- Reviewing student attendance, discipline, and counseling records to determine if individual and/or schoolwide supports should be further implemented
- Assisting the site in developing and administering a site-level needs assessment, which will also aid in pursuing WASC accreditation

- Currently lacking significant stakeholder engagement, supporting the establishment of a School Site Council and use grant funds for stakeholder engagement activities such as parent groups, surveys, and school community forums
- Developing a process for engaging stakeholders in evidence-based planning and decision making as it pertains to the purchase and use of materials and development of programs

Monitoring and Evaluating Effectiveness

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

OUHSD will review proposed actions and services to determine and utilize the most useful methods to monitor and evaluate the CSI plan implementation and effectiveness. District staff will review planned actions and services at the end of each trimester with FHS staff 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, and suspension data to determine efficacy of CSI plan. The plan identifies evidence-based interventions and associated outcomes for plan elements that include both performance and perception data. To inform and revise the School Plan for Student Achievement for the following school year, FHS will conduct a Plan Evaluation as a component of the cycle of continuous improvement. Grant funds will be disbursed to support plan implementation in accordance with grant requirements, which may include staff development and purchasing supplemental instructional materials and programs. Students will also be surveyed to assess their social-emotional and mental health through CoVitality and other research web-based surveys.

Stakeholder Engagement

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

OUHSD has a very collaborative culture, and the ideas, needs, and opinions of parents, staff, students, and community members are solicited and considered. Many actions have been taken to engage our stakeholders as part of developing the 2021-2024 LCAP. Some of these actions were in preparation to develop a 2020-2023 LCAP, which was delayed due to the pandemic. Stakeholder feedback collected during that period (2019-2020) was also considered as it reflects feedback during a traditional school environment. In addition, the Learning Continuity and Attendance Plan stakeholder engagement actions were also included as the information collected was relevant to the development of the 2021-2024 LCAP, specifically those items addressing students' academics, attendance, social, emotional, health needs, and instructional delivery, coming out of a pandemic.

Parents: The CA Dashboard results, Local Assessment Results, and the development of the 2021 Extended Learning Opportunities Plan, the 2020-2021 Learning Continuity Plan, 2019 LCAP update and the 2021 Learning Continuity Plan Update, and the newly developed 2021-2024 LCAP were discussed at each site at the School Site Council and ELAC Meetings, District English Learner Advisory Committee-DELAC meetings (monthly), and at District LCAP Community Meetings on April 22, 2021, April 29, 2021, and May 6, 2021. Participants engaged in developing, reviewing, and supporting the implementation of the LCAP by reviewing progress and data and giving feedback and input regarding changes for the new LCAP.

Pupils: Student leadership groups at each of the school sites provided input regarding the goals at a focus group meeting with site administrators. Students reported feeling safe at school and recognized the instruction to be rigorous and relevant. Students also reported the following:

- A need for increased Tutoring/Office Hours - 1:1, online, in person, support for all levels
- AVID program and Relevance built into Instruction
- Increase college readiness programs such as EAOP and AVID
- Improved College and Career Centers
- CTE Pathway and Academies Information and recruitment
- Increased Counseling: Academic and Social
- Increased Student Intervention Specialists (SIS)
- Wellness Centers, Diversity, Clubs, and Inclusivity
- Social-emotional PD available for teachers.
- Variety of parent and family communication

Principals/Administrators/Teacher Leaders: In District Leadership Team meetings (monthly), cabinet meetings (weekly), and Admin team meetings (weekly), participants engaged in reviewing data, developing, reviewing, and supporting the implementation of the LCAP by reviewing progress and giving feedback. These teams specifically monitored student attendance, engagement, and academic progress, along with reviewing survey data, teacher feedback, the local indicator self-reflection for the 2021 CA Dashboard, and observation data.

SELPA: The district participated and consulted with the Ventura County SELPA through attendance and collaboration at Operations Cabinet Meetings, Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings.

Community- The community was provided the opportunity to provide input on the update and the new LCAP on the district website.

Governing Board - Information about LCAP development and LCAP updates of some components were provided to the public at meetings of the Governing Board.

Bargaining Units: Classified and certificated bargaining unit representatives were invited to LCAP Community Meetings.

Public input: May 26, 2021: On the district webpage, the public was invited to comment on the development of the update and new goals. 10 days before the Public Hearing the 2021-2024 draft LCAP was posted. No additional input or comments were received for the superintendent to respond to.

Public Hearing: May 26, 2021

Board Approval: June 23, 2021

A summary of the feedback provided by specific stakeholder groups.

Input from our stakeholders continues to support our Board adopted vision of Building Powerful Futures for Every Student. Our stakeholders provided feedback on programs, actions, services, and expenditures in OUHSD and are reflected within our three goals:

Goal 1. Instruction - To build powerful futures for every student, the Oxnard Union High School District will utilize stakeholder input to develop and implement an instructional program that supports the high school diploma as a minimum and provides college and career readiness to Every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.

Goal 2: College & Career Readiness - To build powerful futures for every student, the Oxnard Union High School District will utilize stakeholder input to provide College, Career, and Life Readiness opportunities and experiences for every student prior to high school graduation.

Goal 3: Multi-Tiered Systems of Intervention & Support - To build powerful futures for every student, the Oxnard Union High School District will utilize stakeholder input to implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.

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

parent groups which included the Black African American Steering Committee, District and site English Learner Advisory Committee, students, and community organizations.

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

Student, parent, and community groups provided specific input that influenced the following aspects of the 2021-2024 LCAP:

1. Increased life skills embedded in current and future curriculum with ties to Career Technical Education.
2. Increased academic and social emotional supports through increased access to school counselors and student intervention specialists.
3. Implementation of Wellness centers at each of the site in OUHSD.
4. Implementation of Newcomer/Welcome Centers at OHS and HHS.
5. Professional Development and integration of Culturally Responsive Teaching and Learning.
6. Expanded college access supports
7. Professional Development to include Restorative Practices, Trauma-Informed Practices, Positive Behavior Intervention and Supports, Anti-Racist/Anti-Bias Training, and Culturally Relevant Pedagogy

Goals and Actions

Goal

Goal #	Description
1	Instruction: To build powerful futures for every student, the Oxnard Union High School District will utilize stakeholder input to develop and implement an instructional program that supports the high school diploma as a minimum and provides college and career readiness to every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.

An explanation of why the LEA has developed this goal.

As part of the Board of Trustees' responsibility to set the direction for the school district, the Board shall adopt broad goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's Vision and Mission, "Oxnard Union High School District engages students in college-ready experiences and career pathway preparation – Building Powerful Futures for Every Student", and shall be limited in number so as to be reasonably achievable within established timelines while engaging stakeholders including but not limited to students, teachers, staff, parents, and the community to support student success in school and beyond.

The board goals are:

1. Instruction: Every Student receives best practice instruction through Distance Learning and Hybrid Distance Learning developed through building teacher and administrator capacity to teach and lead during COVID-19, Every Student College Ready and Career Prepared, Every Student receives support to meet the High School graduation requirements, and Every Student learns in a healthy environment supported by trusting relationships
2. Mental Health and Wellness: Every Student receives access to Mental Health supports and services and Wellness activities
3. Equitable Facilities: Every Student learns in a school facility that provides a safe environment and equitable learning conditions
4. Del Sol High School: To relieve overcrowding in Oxnard area schools, plan for the opening of Del Sol High School in Oxnard

FOCUS GOAL: Instruction

This focus goal encapsulates the full implementation of the district's mission and vision of "Building powerful futures for every student." The district is committed to providing every student the opportunity and ability at a minimum to obtain the high school diploma. Beyond that, the district is committed to providing every student the opportunity to not only participate but select, thrive, and succeed in accessible, engaging, equitable, and rigorous curriculum and instructional practices.

Focus Goal #1 LCAP actions and related metrics are intended to:

- Increase the high school graduation cohort rate
- Increase student access to A-G college aligned curriculum
- Development and implementation of Welcome Center at the district office
- Increase the percentage of students scoring Level 3 or 4 on all four ELPAC domains
- Increase percentage of Redesignated Fluent English Proficient students

Increase percentage of students scoring Level 3 or 4 on CAASPP ELA
 Increase percentage of students scoring Level 3 or 4 on CAASPP Mathematics
 Continue to provide students with access to Advanced Placement (AP) and International Baccalaureate (IB) classes
 Continue to provide students with access to Career Technical Education classes
 Increase the number of students who earn the CA State Seal of Biliteracy
 Development and implementation of CSUCI Teacher Internship Program

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator Increase Re-Designated Fluent English Proficient (RFEP) percentage	11.5% RFEP Data Quest				16.5% RFEP
English Learner Progress Indicator Increase percent of students Moderately developed (3) and above on ELPAC	Moderately developed = 11.13% Well developed = 6.12% TOMS				Moderately developed = 18% Well developed = 12%
Graduation Rate Indicator Increase percent of students graduating	84.8% Graduation Rate Data Quest				87.8%
Graduation Rate Indicator	69.0% EL Graduation Rate Data Quest				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percent of EL students graduating					
Graduation Rate Indicator Increase percent of LI students graduating	82.8% LI Graduation Rate Data Quest				87.8%
College & Career Indicator CAASPP English Language Arts/EAP Increase percent of ALL students scoring Standard Exceeded & Standard Met	Pending 2021 SBAC Results Most recent data 2018-2019 22%				Pending 2021 SBAC Results
College & Career Indicator CAASPP English Language Arts/EAP Increase percent of EL students scoring Standard Exceeded & Standard Met	Pending 2021 SBAC Results Most recent data 2018-2019 22% CERS				Pending 2021 SBAC Results
CAASPP English Language Arts/EAP Increase percent of LI students scoring	Pending 2021 SBAC Results Most recent data 2018-2019 55%				Pending 2021 SBAC Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standard Exceeded & Standard Met	CERS				
College & Career Indicator CAASPP English Language Arts/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met	Pending 2021 SBAC Results Most recent data 2018-2019 43% CERS				Pending 2021 SBAC Results
College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Exceeded	Pending 2021 SBAC Results Most recent data 2018-2019 12% CERS				Pending 2021 SBAC Results
College & Career Indicator CAASPP Mathematics/EAP Increase percent of ALL students scoring Standard Met	Pending 2021 SBAC Results Most recent data 2018-2019 22% CERS				Pending 2021 SBAC Results
College & Career Indicator CAASPP Mathematics/EAP Increase percent of EL students scoring	Pending 2021 SBAC Results Most recent data 2018-2019 20% CERS				Pending 2021 SBAC Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standard Exceeded & Standard Met					
College & Career Indicator CAASPP Mathematics/EAP Increase percent of LI students scoring Standard Exceeded & Standard Met	Pending 2021 SBAC Results Most recent data 2018-2019 30% CERS				Pending 2021 SBAC Results
College & Career Indicator CAASPP Mathematics/EAP Increase percent of FY students scoring Standard Exceeded & Standard Met	Pending 2021 SBAC Results Most recent data 2018-2019 20% CERS				Pending 2021 SBAC Results
Decrease percent of students identified as 'dropouts'	7.5% Dropout Rate Data Quest				Decrease dropout rate to 5%
Increase number of students earning their high school diploma with the State Seal of Bi-literacy	384 SSB Earned Data Quest				Increase SSB Earned to 485
Middle School Drop Out Rate	N/A				N/A
Local Indicator Implementation of	Met - CA Dashboard				Met - CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Standards, including how ELs will access the CCSS and ELD Standards					
Local Indicator Standards-Aligned Instructional Materials for Every Student	Met - CA Dashboard				Met- CA Dashboard
College & Career Indicator CAST Increase percent of ALL students scoring Standard Met or Exceeded	Pending 2021 SBAC Results Most recent data 2018-2019 17.88% met or exceeded				Pending 2021 SBAC Results

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Instructional planning and professional learning that supports the development and implementation of instructional goals, instructional strategies and lesson study which provide students accessible, engaging, equitable, and rigorous curriculum through instructional practices.	\$3,235,051.00	Yes
2	Welcome Center	Develop Welcome Center to provide supports for new EL students with placement assessments and related services.	\$255,502.00	Yes
3	English Language Proficiency for California (ELPAC)	Continue to provide resources to schools to support teacher professional learning on the use of the California ELD standards in tandem with content standards. Action contributes to increasing	\$193,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher preparedness. Allowing teachers to better prepare their lessons to regularly incorporate the four domains of reading, writing, listening and speaking.		
4	Redesignation of English Learners	Instructional planning and professional learning for teachers and staff which is designed to support English Learners, particularly Long-Term English Learners, with literacy strategies, interventions, coursework, and collaboration through site based English Learner Response Team (ELRT) which creates access to Re-designation as Fluent English Proficient (RFEP), UC A-G course completion, and career pathway completion.	\$80,385.00	Yes
5	California Assessment of Student Performance and Progress (CAASPP)	Continue to provide resources to schools to support teacher professional learning around CAASPP. Action contributes to increasing teacher preparedness for the Interim and Summative assessments. It also supports teachers in better preparing lessons which regularly incorporate a combination of the CAASPP performance areas: reading, writing, listening, research, inquiry, concept, problem solving, data analysis, communication and reasoning.	\$32,154.00	Yes
6	Advanced Placement (AP) and International Baccalaureate (IB)	Continue to provide resources to schools to support AP and IB teacher professional learning. Action contributes to increasing teacher preparedness. Allowing teachers to inspire and better connect to the course curriculum and the students they serve.	\$128,616.00	Yes
7	CA State Seal of Biliteracy (SSB)	Continue to provide resources to schools to support SSB outreach, application, assessment, award and award presentation. Action contributes to the advancement of Oxnard Union's commitment to build powerful futures for every student. Additionally, the awards builds upon the rich linguistic and cultural assets of the district.	\$12,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Instructional Content Specialists	Provide support to all teachers and students through the work of six Instructional Content Specialists who facilitate collaboration, implementation, and investigation to improve student engagement and achievement.	\$949,470.00	Yes
9	Learning Instruction Technology Coach	Provide school site teachers and their students direct support through the work of a Learning Instruction Technology Coach with a focus on facilitation of collaboration, implementation, and investigation to improve student engagement and achievement.	\$2,678,377.00	Yes
10	Educational Technology	District Level Educational Technology staff and site Learning Instruction Technology coaches support teachers in the training and utilization of edtech tools as a component for accessible, engaging, equitable, and rigorous learning.	\$1,315,448.00	Yes
11	Educational Technology Subscriptions	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	\$6,001,301.00	Yes
12	School Home Communication	Parent Square and website maintenance to ensure efficient and accessible home and school communication.	\$11,723.00	Yes
13	Parent/Guardian Trainings	Increase stakeholder participation with diverse groups and families of unduplicated students.	\$21,436.00	Yes
14	Parent Liaison	Parent Liaison to coordinate District-wide parent events, conferences, and Parent Project.	\$32,432.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Professional Collaborative Learning	Universal strategies as well as interventions and accelerations for students and professional development for staff.	\$160,770.00	Yes
16	Lesson Study	Peer/Peer Lesson Development & Observation	\$22,508.00	Yes
17	Open Educational Resources	Resource so faculty can easily supplement their lectures and learning materials with content that is already openly licensed and available for sharing.	\$6,696.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	College, Career, and Life Readiness: To build powerful futures for every student, the Oxnard Union High School District will utilize stakeholder input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation.

An explanation of why the LEA has developed this goal.

As part of the Board of Trustees' responsibility to set the direction for the school district, the Board shall adopt broad goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's Vision and Mission, "Oxnard Union High School District engages students in college-ready experiences and career pathway preparation – Building Powerful Futures for Every Student", and shall be limited in number so as to be reasonably achievable within established timelines while engaging stakeholders including but not limited to students, teachers, staff, parents, and the community to support student success in school and beyond.

The board goals are:

1. Instruction: Every Student receives best practice instruction through Distance Learning and Hybrid Distance Learning developed through building teacher and administrator capacity to teach and lead during COVID-19, Every Student College Ready and Career Prepared, Every Student receives support to meet the High School graduation requirements, and Every Student learns in a healthy environment supported by trusting relationships
2. Mental Health and Wellness: Every Student receives access to Mental Health supports and services and Wellness activities
3. Equitable Facilities: Every Student learns in a school facility that provides a safe environment and equitable learning conditions
4. Del Sol High School: To relieve overcrowding in Oxnard area schools, plan for the opening of Del Sol High School in Oxnard

FOCUS GOAL: College, Career, and Life Readiness

Oxnard Union High School District has made it a priority to ensure all students graduate with college and career readiness experiences. 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 college and career readiness with the high school diploma as a minimum. One of the goals is to have 90% of seniors completing a two-year or four college application, 80% of seniors completing FAFSA/DREAM Financial Aid applications, and continuing increases to Career Technical Education participation leading to post-secondary opportunities and high need high wage careers in Ventura County. Actions and Services in Goal 2 for 2021-2022 include an increase to Action/Service 2710 Instructional support and professional learning in support of 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.

Focus Goal #2 LCAP actions and related metrics are intended to:
Increase percentage of students completing UC a-g coursework

Increase percentage of students enrolling in Advanced Placement courses
 Increase Advanced Placement/International Baccalaureate exam yield
 Increase Advanced Placement exam pass rate
 Increase percent of students completing 2 or 4-year college application
 Increase percent of students participating in Career Technical Education (CTE) pathways
 Increase percent of students completing a CTE pathway concentrator course
 Increase percent of students completing a CTE pathway capstone course
 Decrease percent of students earning D's and F's

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC A-G coursework completion rate Increase percent of ALL students completing UC A-G coursework	44%				47%
College & Career Indicator UC A-G coursework subgroup completion rate	EL = 21% LI = 39% FY = 32%				EL=25% LI=42% FY=35%
College & Career Indicator Increase Advanced Placement enrollment percentage	18.5%				20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College & Career Indicator Students taking at least one AP exam as a percentage of all students taking at least one AP course (yield)	85.8%				88%
College & Career Indicator Increase Advanced Placement Exam Pass Rate	52.4%				55%
College and Career Indicator Increase the percent of Seniors completing 2 and 4 year college applications	83%				85%
College and Career Indicator Increase percent of Seniors completing FAFSA/CADA application	75%				77%
College and Career Indicator	CTE Concentrator Participation: 23.8%				CTE Concentrator Participation: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percent of students participating and completing District Career Technical Education (CTE) pathways	CTE Capstone Participation: 5.6%				CTE Capstone Participation: 7%
College and Career Indicator Decrease percentage of students earning D's and F's	<p>All students D/F (S1) 21%</p> <p>All students D (s1) 11%</p> <p>All students F (S1) is 10%</p> <p>EL Baseline (s1) D/F 35%; D's 16%; F's 19%</p> <p>LI Baseline (s1) D/F 23%; D's 12%; F's 11%</p> <p>FY Baseline (s1) D/F 44%; D's 18%; F's 26%</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>EL Baseline (s1) D/F 30%; D's 15%; F's 15%</p> <p>LI Baseline (s1) D/F 18%; D's 10%; F's 8%</p> <p>FY Baseline (s1) D/F 39%; D's 17%; F's 22%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Partnerships with Post Secondary	Develop and implement partnerships with colleges, universities, local businesses and partner school districts that create access to post high	\$366,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Institutions and Community Organizations	school opportunities for all students. OUHSD will continue collaboration with UCSB to provide extra College Advisors; Articulation with colleges and universities, Teacher/Staff PD, Providing extra time for teachers and counselors to provide college and career related services to students ; Certificated Salaries & Benefits; Books & Supplies.		
2	Counseling Support with College and FAFSA/CADA Applications	OUHSD will continue offering PD to counselors/staff, Allocating extra time to Counselors/staff to support students with research, plan and complete college applications, Federal Application for Student Aid (FAFSA) and the California Student Dream Act Application (CADA), Certificated Salaries & Benefits	\$0.00	Yes
3	AVID Program Implementation	Provide support and professional learning for the Advancement Via Individual Determination (AVID) Program at ACHS, CIHS, HHS, OHS, OMCHS, PHS, and RMHS. OUHSD will continue supporting all schools with AVID fees. AVID Conference for staff, funds for site AVID Coordinator, AVID field trips for students; Teacher PD; Extra Time at Sites for collaboration; Certificated Salaries & Benefits; Materials & Supplies	\$314,607.00	Yes
4	PSAT	All 11th grade students will have access to participate in PSAT during school day. Students' results will be reviewed with students and linked to additional help through their College Board account and Khan Academy account.	\$10,894.00	Yes
5	Implementation of College Readiness Programs and Partnerships	OUHSD will continue supporting students and providing professional learning for the Advanced Placement & International Baccalaureate Programme AP Fees; IB Fees; continue providing PD to teachers and staff, Extra time for teachers to provide academic support to students, Certificated Salary & Benefits; Providing Textbooks & Materials to support AP and IB programme; Services & Other Operating costs.	\$862,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Articulation and Access for Every Student to College and Career Readiness	Provide a Counseling and Guidance program with improved access to services included extended hours, evening and weekends. Main focus on EL, LI, and FY youth with translation service provided. Counselors will support students and parents with college and career readiness, partner district articulation and targeted academic interventions to support closing the achievement gap. Professional development for counselors and extra time to offer students extra services.	\$600,466.00	Yes
7	Career Technical Education	Career Technical Education (CTE) instructional support and professional learning that connect students to 2 and 4-year college opportunities and work-based learning and career ready experiences in high-wage, high-skill and high-demand careers in Ventura County. Support will include certificated salaries and benefits, professional development, extra time; instructional materials and supplies, equipment, services and other operating costs.	\$815,107.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Multi-Tiered Systems of Intervention and Support: To build powerful futures for every student, the Oxnard Union High School District will utilize stakeholder input to implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.

An explanation of why the LEA has developed this goal.

As part of the Board of Trustees' responsibility to set the direction for the school district, the Board shall adopt broad goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's Vision and Mission, "Oxnard Union High School District engages students in college-ready experiences and career pathway preparation – Building Powerful Futures for Every Student", and shall be limited in number so as to be reasonably achievable within established timelines while engaging stakeholders including but not limited to students, teachers, staff, parents, and the community to support student success in school and beyond.

The board goals are:

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2. Mental Health and Wellness: Every Student receives access to Mental Health supports and services and Wellness activities
3. Equitable Facilities: Every Student learns in a school facility that provides a safe environment and equitable learning conditions
4. Del Sol High School: To relieve overcrowding in Oxnard area schools, plan for the opening of Del Sol High School in Oxnard

FOCUS GOAL: Multi-Tiered Systems of Intervention and Support: This focus goal encapsulates the full implementation of the district's mission and vision of "Building powerful futures for every student." The district is committed to implementing multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.

Focus Goal #3 LCAP actions and related metrics are intended to:

Maintain district attendance rate and decrease the chronic absentee rate

Maintain or decrease expulsion rate

Decrease suspension rate

Increase social-emotional support for students at the school level, with an emphasis on African American, Hispanic, and LGBTQ+ students.

Maintain facilities

Increase student participation in music and athletics

Increase opportunities for students' voice

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator – School Climate YouthTruth Survey Student responses to connectedness	Establish baseline from 2020-2021 YouthTruth Survey Results				Pending baseline
Local Indicator – School Climate – Youthtruth Survey Student participation in the survey	Establish baseline from 2020-2021 YouthTruth Survey Results				Pending baseline
Average Daily Attendance	ADA = 94.5%				ADA = 95%
Chronic Absenteeism	C Absenteeism = 18.4%				C Absenteeism 15%
Expulsion Rate	2019-2020 Data Quest (Pending)				Pending
Suspension Rate	6.3% Suspended at least once 2019 CA Dashboard				4%
Local Indicator Reflection Basic Services - FIT	Good repair -Met CA Dashboard				Met on CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Reflection Fully Credential & Appropriately Assigned	Met CA Dashboard				Met on CA Dashboard
Local Indicator Reflection Students have access and are enrolled in broad course of study	Met CA Dashboard				Met on CA Dashboard
Local Indicator Reflection Parent Engagement All families EL, FY, LI	Met CA Dashboard				Met on CA Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Restorative Justice / Restorative Practices and PBIS	OUHSD will continue to implement Positive Behavior Intervention and Supports paired with Restorative Justice / Restorative Practices at all sites that have the need for services.	\$125,899.00	Yes
2	MTSS and Student Wellness	OUHSD will continue to 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	\$6,911,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Chronic Absenteeism Interventions	OUHSD will continue to implement a progression of interventions for students who are on track to be or who are chronically absent. Particular attention will be placed on Foster Youth, English Learners, Low Income, African American, and Hispanic subgroups.	\$69,667.00	Yes
4	Culturally Responsive Practices	Provide professional learning and student programming that support culturally responsive and equitable practices, celebrate diversity, and are inclusive of every student.	\$37,513.00	Yes
5	CALSAFE	Provide CALSAFE programming for pregnant and parenting teens	\$624,017.00	Yes
6	School Safety	Provide safe routes to school, comprehensive safe school plans, procedures, and personnel to support student achievement, student safety, and student wellness	\$8,087,569.00	Yes
7	Social Emotional and Culture Climate student survey	OUHSD will continue to implement a Student Social Emotional and Culture Climate student survey to gather student feedback on school climate and safety.	\$37,623.00	Yes
8	Music and Athletics	OUHSD will ensure underrepresented and underserved students have access to supports, such as extracurricular activities, clubs, music/band, sports, after-school enrichment activities, instructional technology and school supplies.	\$342,976.00	Yes
9	Student Voices	OUHSD will develop and implement a systemic process to engage and obtain student voices from diverse students, including African American, Hispanic, LGBTQ+ students and groups that have been traditionally underrepresented and underserved.		Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.25%	34,345,145

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

Required Descriptions

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

The 2021-2024 LCAP includes three broad goals and 33 actions and services totaling \$34,345,145 dollars that are principally directed to increase or improve services in order to meet the needs, conditions, and/or circumstances of our EL, LI, and FY (unduplicated) youth with the intent to address conditions of learning, engagement, and student outcomes. Based on the high percentage (69.7%) of unduplicated students at our schools, the majority of actions and services are LEA-wide, except for Welcome Centers which are hosted at HHS and OHS. Increased or improved services include focus on conditions of learning, student & family engagement, and improving and supporting student outcomes. Principally directed actions and services support: 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; and an updated Goal for Multi-Tiered Systems of Support.

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

The District drafted the 2021-2024 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. In addition, Disruptive Classroom Technologies, A Framework for Innovation in Education (Magana, 2017) translates the implementation of technology in schools as a pedagogical rather than a technological shift.

Multi-tiered Systems of Support (MTSS) are provided 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 is supported at sites.

Safe School plans support EL, LI, and FY youth through interventions provided by School Resource Officers that include building positive relationships and interactions that support lawful safety practices at school and at home, and additional Campus Supervisors and Custodians help support safe learning and social environments. 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$34,345,145.00				\$34,345,145.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$23,775,469.00	\$10,569,676.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development	\$3,235,051.00				\$3,235,051.00
1	2	English Learners Foster Youth Low Income	Welcome Center	\$255,502.00				\$255,502.00
1	3	English Learners Foster Youth Low Income	English Language Proficiency for California (ELPAC)	\$193,109.00				\$193,109.00
1	4	English Learners Foster Youth Low Income	Redesignation of English Learners	\$80,385.00				\$80,385.00
1	5	English Learners Foster Youth Low Income	California Assessment of Student Performance and Progress (CAASPP)	\$32,154.00				\$32,154.00
1	6	English Learners Foster Youth Low Income	Advanced Placement (AP) and International Baccalaureate (IB)	\$128,616.00				\$128,616.00
1	7	English Learners Foster Youth Low Income	CA State Seal of Biliteracy (SSB)	\$12,862.00				\$12,862.00
1	8	English Learners Foster Youth Low Income	Instructional Content Specialists	\$949,470.00				\$949,470.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Learning Instruction Technology Coach	\$2,678,377.00				\$2,678,377.00
1	10	English Learners Foster Youth Low Income	Educational Technology	\$1,315,448.00				\$1,315,448.00
1	11	English Learners Foster Youth Low Income	Educational Technology Subscriptions	\$6,001,301.00				\$6,001,301.00
1	12	English Learners Foster Youth Low Income	School Home Communication	\$11,723.00				\$11,723.00
1	13	English Learners Foster Youth Low Income	Parent/Guardian Trainings	\$21,436.00				\$21,436.00
1	14	English Learners Foster Youth Low Income	Parent Liaison	\$32,432.00				\$32,432.00
1	15	English Learners Foster Youth Low Income	Professional Collaborative Learning	\$160,770.00				\$160,770.00
1	16	English Learners Foster Youth Low Income	Lesson Study	\$22,508.00				\$22,508.00
1	17	English Learners Foster Youth Low Income	Open Educational Resources	\$6,696.00				\$6,696.00
2	1	English Learners Foster Youth Low Income	Partnerships with Post Secondary Institutions and Community Organizations	\$366,795.00				\$366,795.00
2	2	English Learners Foster Youth Low Income	Counseling Support with College and FAFSA/CADA Applications					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	AVID Program Implementation	\$314,607.00				\$314,607.00
2	4	English Learners Foster Youth Low Income	PSAT	\$10,894.00				\$10,894.00
2	5	English Learners Foster Youth Low Income	Implementation of College Readiness Programs and Partnerships	\$862,802.00				\$862,802.00
2	6	English Learners Foster Youth Low Income	Articulation and Access for Every Student to College and Career Readiness	\$600,466.00				\$600,466.00
2	7	English Learners Foster Youth Low Income	Career Technical Education	\$815,107.00				\$815,107.00
3	1	English Learners Foster Youth Low Income	Restorative Justice / Restorative Practices and PBIS	\$125,899.00				\$125,899.00
3	2	English Learners Foster Youth Low Income	MTSS and Student Wellness	\$6,911,370.00				\$6,911,370.00
3	3	English Learners Foster Youth Low Income	Chronic Absenteeism Interventions	\$69,667.00				\$69,667.00
3	4	English Learners Foster Youth Low Income	Culturally Responsive Practices	\$37,513.00				\$37,513.00
3	5	English Learners Foster Youth Low Income	CALSAFE	\$624,017.00				\$624,017.00
3	6	English Learners Foster Youth Low Income	School Safety	\$8,087,569.00				\$8,087,569.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	Social Emotional and Culture Climate student survey	\$37,623.00				\$37,623.00
3	8	English Learners Foster Youth Low Income	Music and Athletics	\$342,976.00				\$342,976.00
3	9	English Learners Foster Youth Low Income	Student Voices					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$34,345,145.00	\$34,345,145.00
LEA-wide Total:	\$33,775,036.00	\$33,775,036.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$570,109.00	\$570,109.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,235,051.00	\$3,235,051.00
1	2	Welcome Center	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OHS, HHS	\$255,502.00	\$255,502.00
1	3	English Language Proficiency for California (ELPAC)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,109.00	\$193,109.00
1	4	Redesignation of English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,385.00	\$80,385.00
1	5	California Assessment of Student Performance and Progress (CAASPP)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,154.00	\$32,154.00
1	6	Advanced Placement (AP) and International Baccalaureate (IB)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,616.00	\$128,616.00
1	7	CA State Seal of Biliteracy (SSB)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,862.00	\$12,862.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Instructional Content Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$949,470.00	\$949,470.00
1	9	Learning Instruction Technology Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,678,377.00	\$2,678,377.00
1	10	Educational Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,315,448.00	\$1,315,448.00
1	11	Educational Technology Subscriptions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,001,301.00	\$6,001,301.00
1	12	School Home Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,723.00	\$11,723.00
1	13	Parent/Guardian Trainings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,436.00	\$21,436.00
1	14	Parent Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,432.00	\$32,432.00
1	15	Professional Collaborative Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,770.00	\$160,770.00
1	16	Lesson Study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,508.00	\$22,508.00
1	17	Open Educational Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,696.00	\$6,696.00
2	1	Partnerships with Post Secondary Institutions and	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$366,795.00	\$366,795.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Community Organizations					
2	2	Counseling Support with College and FAFSA/CADA Applications	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	3	AVID Program Implementation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OHS, PHS, HHS, ACHS, CIHS, RMHS, OMHS 9-12	\$314,607.00	\$314,607.00
2	4	PSAT	LEA-wide	English Learners Foster Youth Low Income	All Schools 11th grade	\$10,894.00	\$10,894.00
2	5	Implementation of College Readiness Programs and Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$862,802.00	\$862,802.00
2	6	Articulation and Access for Every Student to College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,466.00	\$600,466.00
2	7	Career Technical Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$815,107.00	\$815,107.00
3	1	Restorative Justice / Restorative Practices and PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,899.00	\$125,899.00
3	2	MTSS and Student Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,911,370.00	\$6,911,370.00
3	3	Chronic Absenteeism Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,667.00	\$69,667.00
3	4	Culturally Responsive Practices	LEA-wide	English Learners Foster Youth	All Schools	\$37,513.00	\$37,513.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	5	CALSAFE	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$624,017.00	\$624,017.00
3	6	School Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,087,569.00	\$8,087,569.00
3	7	Social Emotional and Culture Climate student survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,623.00	\$37,623.00
3	8	Music and Athletics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$342,976.00	\$342,976.00
3	9	Student Voices	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.