

Introduction:**LEA:** Oxnard Union High School District**LCAP Year:** 2016-2017**Contact:** Dr. Tom McCoy – Assistant Superintendent Educational Servicesthomas.mccoy@ouhsd.k12.ca.us

(805) 278-5551

In 2015 Oxnard Union High School District experienced five vacancies in the Educational Services management team lasting 3-9 months as well as the unexpected October retirement of the Superintendent. As a result many actions and services included in the 2015-2016 LCAP were not implemented. Some metrics identified in the Annual Update were not measured during this transition therefore the effectiveness of some actions and services cannot be cited. In November with the hiring of a new Assistant Superintendent Educational Services and an Interim Superintendent the District's stakeholders worked together beginning in December 2015 to make their best effort to implement and measure the 2015-2016 LCAP while coherently designing and developing the 2016-2017 LCAP goals, actions, and services presented in this document.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47 605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Oxnard Union High School District used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. OUHSD Parent and Community LCAP Advisory Committee met six times to go over the LCAP (October 14, 2014, December 9, 2014, January 27, 2015, March 17, 2015, May 6, 2015, and May 26, 2015). On May 26, 2015 the final LCAP was presented to the LCAP Advisory Committee and allow for the superintendent to post any written comments to stakeholder questions (if applicable) prior to the June 10, 2015 Public Hearing on the LCAP, LCFF, and budget review. The committee is comprised of parents, certificated staff, students, community members, principals, union representatives, the superintendent, and other district staff. In January and February, parents, students, and staff were invited to attend meetings on the Common Core State Standards (CCSS), the Local Control Funding Formula (LCFF), and the LCAP. These meetings occurred in conjunction with each school site's Open House on either February 3 (ACHS & Condor HS), 6 (CIHS, HHS, OHS, PHS, RMHS) or March 18 (FHS). Three additional community meetings were announced in the Ventura County (VC) Star and held in centralized community locations on February 4, 5 and 11. All site and community meetings were conducted in both English and Spanish. The Superintendent met with business and community members at the Camarillo and Oxnard Chambers of Commerce and the Camarillo and Oxnard Rotary Clubs. Additional meetings were available and delivered at school sites by OFTSE/teachers association Representatives for OUHSD staff. The gathering of input from parents, students, and staff using digital and hard copy surveys began on February 9, 2015 and has been on-going. In all, 434 OUHSD employees took the online survey (337 certificated staff and 97 classified staff). More than 2100 students at sites from across the district took the online surveys.	This process resulted in seven goal areas 1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term ELs, and FY) successfully complete high school and graduate prepared for college and career. 2) Ensure all students have access to appropriate technology and can demonstrate effective 21st Century Skills. 3) All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience. 4) Decrease the subgroup achievement gaps. 5) Increase the number of students successfully taking AP/IB courses and passing AP/IB tests. 6) Increase opportunities for parent and family input and meaningful participation. 7) Ensure all sites have a positive school culture where all stakeholder voices are heard and respected.

The survey was discussed with the leadership of the Oxnard Federation of Teachers and School Employees (OFTSE)/teacher association and Association reps were invited to share about the survey with their membership.

Input from site and district administrators was obtained during the monthly Superintendent's PLC and monthly Management Meetings in the months of February and March.

The governing Board received information on the LCAP during two Board Study Sessions on February 12 and March 12.

The District English Learner (EL) Parent Advisory Committee and District Migrant Education Parent Advisory Committee (PAC) met on November 13, January 8, February 13, March 12, and May 7 to discuss the LCAP and provide input. Additionally, the English Learner Coordinating Council (ELCC) provided input on the LCAP on February 13 and April 30.

The first Public Hearing on the draft LCAP took place at the scheduled governing Board Meeting on March 25, 2015 and the second public on June 10, 2015. The Public Hearing was announced in the VC Star 10 days prior to the meeting in both English and Spanish.

Superintendent's written response

During the LCAP development process there were no comments made by stakeholder groups that required a written response from the Superintendent

Annual Update:

District LCAP Advisory Committee meetings included parent/guardian representatives of the targeted student groups working alongside staff on the following dates:

- 1/26/16
- 3/22/16
- 4/19/16
- 5/11/16

Additional annual update stakeholder meetings included:

- ACHS parents 2/16/16; ACHS ELAC 2/9/16
- ACHS staff 2/16/16; ACHS students 2/12/16
- CHS parents 2/17/16; CHS ELAC 2/7/16
- CHS staff 2/18/16
- CIHS parents 2/16/16; CIHS ELAC 2/11/16
- CIHS staff 3/17/16; CIHS students 2/17/16
- FHS parents 2/17/16; FHS ELAC 2/10/16
- FHS staff 2/4/16; FHS students 2/3/16
- HHS parents 2/11/16; HHS ELAC 2/11/16
- HHS staff 3/3/16; HHS students 2/14/16
- OHS parents 2/24/16; OHS ELAC 2/11/16
- OHS staff 2/11/16; OHS students 2/11/16
- PHS parents 2/24/16; PHS ELAC 2/11/16
- PHS staff 2/16/16; PHS students 2/16/16
- RCHS parents 2/16/16; RCHS ELAC 2/18/16
- RCHS staff 2/2/16; RCHS students 2/10/16
- RMHS parents 2/9/16; RMHS ELAC 2/23/16
- RMHS staff 3/24/16; RMHS students 2/19/16
- District English Learner Advisory Committee 1/27/16; 2/24/16
- Preliminary Review by VCOE staff 4/25/16
- **Public Hearing on LCAP 5/18/16**
- **Board Meeting for LCAP adoption 6/8/16**

Annual Update:

Stakeholder groups gave feedback through discussion activities and the parent survey about what is working, what is already in place but needs improvement, what is already in place but can be eliminated, and Big Ideas for supporting student learning via the eight state priorities that should be considered but aren't already in the LCAP. Important feedback from stakeholders included, but is not limited to the following:

- Reduction in LCAP Goals from Seven to Four
- Simplify how goals are measured
- Provide positive behavior strategy training for sites
- Create campus environments that support acceptance and tolerance
- Develop collaborative and project based learning
- Provide teachers professional learning that support lessons that require critical thinking and problem solving
- Provide professional learning that support literacy strategies for English Learners
- Provide professional learning for available instructional technology for students and teachers
- Provide coaching support for teachers in instructional practices, technology, and positive behavior strategies
- Provide additional academic support opportunities for students during class time and after school.
- Provide additional classroom and personal technology to support student learning
- Increase services and more closely connect school counselors to student academic and social issues
- Increase communication between parents and teachers

In addition to the stakeholder meetings, a District parent survey was made available in both English and Spanish in March 2016. During that time period, the District received 5200 responses to the parent survey. Superintendent's written response During the annual update process there were no comments made by stakeholder groups that required a written response from the Superintendent	▪ Provide more up to date info on Parent VUE ▪ Provide more personalized communication to parents who do not speak English.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Instruction In an environment of high expectations with support the Oxnard Union High School District will develop and implement instructional practices that support high school graduation, as well as college and career readiness for ALL students		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify <u>1, 2, 3, 4, 8</u>
Identified Need :	Student data from a variety of sources indicates that not all students are achieving at 'college ready' levels and that achievement gaps exist between significant pupil subgroups in the District. <i>Data Examined includes:</i> • CAASPP/EAP • Graduation rate/Dropout rate • Students earning the High School Diploma with the State Seal of Biliteracy • English Learner Re-Designation Fluent English Proficient (RFEP) rate • UC a-g coursework completion rate • Advanced Placement Equity & Access percentage • PSAT/SAT/ACT participation rate • Career Pathway participation rate • CTE course participation rate • Student, Parent, and Staff feedback & survey • California Healthy Kids Survey • Attendance rates • Incidents of student discipline		
Goal Applies to:	Schools:	ACHS, CIHS, CHS, FHS, HHS, OHS, PHS, RCHS, RMHS	
	Applicable Pupil Subgroups:	ALL, English Learner, Foster Youth, Socio-Economically Disadvantaged, Students with Disabilities	

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:

CAASPP English Language Arts/EAP

Increase percent of ALL students scoring 'Standard Exceeded' from 11% to 14%

Increase percent of ALL students scoring 'Standard Met' from 27% to 30%

Increase percent of students in significant subgroups scoring 'Standard Exceeded by 3%

Increase percent of students in significant subgroups scoring 'Standard Met' by 3%

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

CAASPP Mathematics

Increase percent of ALL students scoring 'Standard Exceeded' from 5% to 8%

Increase percent of ALL students scoring 'Standard Met' from 12% to 15%

Increase percent of students in significant subgroups scoring 'Standard Exceeded by 3%

Increase percent of students in significant subgroups scoring 'Standard Met' by 3%

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

Graduation Rate

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

Dropout Rate

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

State Seal of Biliteracy

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

Re-Designated Fluent English Proficient (RFEP)

Increase percent of students identified as Re-Designated Fluent English Proficient from 12% to 15%

Career Academy participation rate

Increase percent of students participating in District career pathways from 12% to 15%

Increase percent of English Learner students participating in District career pathways by 5%

CTE course participation rate

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-1-1 Develop and implement a District Wide Instructional Focus that support college and career readiness and the development of school-wide instructional goals at each school site.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-2-1 Create a committee to study the redesign of District bell schedules, to include an update of District graduation requirements and freshman curriculum as they relate to the studied change. The study will focus on changes that support increased participation in and access to college and career ready coursework and related co-curricular experiences for ALL students.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-3-1 Provide ALL students access to rigorous standards-aligned courses designed as preparation for high school graduation as well as preparation for college and career readiness through the collaborative development of instructional units, lessons, and interim and benchmark assessments that provide students quality feedback.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development

1-4-1 Provide professional learning designed to support students identified as English Learners with literacy strategies, interventions, and coursework that creates access to re-designation as Fluent English Proficient, UC a-g course completion, and career pathway participation.	All Schools	___ ALL OR: ___ Low Income pupils <u>X</u> English Learners ___ Foster Youth <u>X</u> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-5-1 Provide professional learning designed to support ALL students' access to project based learning opportunities that includes the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-6-1 Provide professional learning in support of the ongoing implementation of Linked Learning Career Pathways that connects core curriculum and high wage high need career opportunities in Ventura County to students through project based learning, career technical education coursework, and work based learning opportunities.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-7-1 Develop and implement a protocol for collaborative classroom walkthrough observations that assess progress toward the District's instructional goal.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development

1-8-1 Provide instructional coaching in core content areas with District level Learning Design Coaches working with site instructional coaches to build instructional capacity through implementation plans for professional learning initiatives in ELA, Math, ELD, NGSS, and Social Science	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$660000 certificated salaries
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<i>CAASPP English Language Arts/EAP</i> Increase percent of ALL students scoring 'Standard Exceeded' from 14% to 17% Increase percent of ALL students scoring 'Standard Met' from 30% to 33% Increase percent of students in significant subgroups scoring 'Standard Exceeded by 3% Increase percent of students in significant subgroups scoring 'Standard Met' by 3% Increase percent of students and percent of significant subgroups scoring 'Above Standard' on English Language Arts Claims in Reading, Writing, Listening, and Research/Inquiry <i>CAASPP Mathematics</i> Increase percent of ALL students scoring 'Standard Exceeded' from 8% to 11% Increase percent of ALL students scoring 'Standard Met' from 15% to 18% Increase percent of students in significant subgroups scoring 'Standard Exceeded by 3% Increase percent of students in significant subgroups scoring 'Standard Met' by 3% Increase percent of students and percent of significant subgroups scoring 'Above Standard' on Mathematics Claims in Concepts and Procedures, Problem Solving and Modeling Data and Analysis, and Communicating Reasoning <i>Graduation Rate</i> Increase percent of students and percent of significant subgroups graduating from 84% to 86% <i>Dropout Rate</i> Decrease percent of students identified as 'Dropouts' from 8.4% to 7.4% <i>State Seal of Biliteracy</i> Increase percent of students earning their high school diploma with the State Seal of Biliteracy from 310 to 320 <i>Re-Designated Fluent English Proficient (RFEP)</i> Increase percent of students identified as Re-Designated Fluent English Proficient from 15% to 18%		

<i>Career Academy participation rate</i> Increase percent of students participating in District career pathways from 15% to 18% Increase percent of English Learner students participating in District career pathways by 5% <i>CTE course participation rate</i> Increase percent of students completing a two year CTE course sequence from 8% to 11%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-1-2 Implement a District Wide Instructional Focus that will support college and career readiness and the development of school-wide instructional goals at each school site.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-2-2 Implement the redesign of District bell schedules, updated District graduation requirements and freshman curriculum to increase access to college and career ready coursework and related co-curricular experiences for ALL students.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-3-2 Provide ALL students access to rigorous standards-aligned courses designed as preparation for high school graduation as well as preparation for college and career readiness through the collaborative development of instructional units, lessons, and interim and benchmark assessments that provide students quality feedback.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development

1-4-2 Provide professional learning designed to support students identified as English Learners with literacy strategies, interventions, and coursework that creates access to re-designation as Fluent English Proficient, UC a-g course completion, and career pathway participation.	All Schools	___ ALL OR: ___ Low Income pupils <u>X</u> English Learners ___ Foster Youth <u>X</u> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-5-2 Provide professional learning designed to support ALL students' access to project based learning opportunities that includes the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-6-2 Provide professional learning in support of the ongoing implementation of Linked Learning Career Pathways that connects core curriculum and high wage high need career opportunities in Ventura County to students through project based learning, career technical education coursework, and work based learning opportunities.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
1-7-2 Implement a protocol for collaborative classroom walkthrough observations that assess progress toward the District's instructional goal.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development

1-8-2 Provide instructional coaching in core content areas with District level Learning Design Coaches working with site instructional coaches to build instructional capacity through implementation plans for professional learning initiatives in ELA, Math, ELD, NGSS, and Social Science	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$660000 certificated salaries
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<i>CAASPP English Language Arts/EAP</i> Increase percent of ALL students scoring 'Standard Exceeded' from 17% to 21% Increase percent of ALL students scoring 'Standard Met' from 33% to 36% Increase percent of students in significant subgroups scoring 'Standard Exceeded by 3%' Increase percent of students in significant subgroups scoring 'Standard Met' by 3% Increase percent of students and percent of significant subgroups scoring 'Above Standard' on English Language Arts Claims in Reading, Writing, Listening, and Research/Inquiry <i>CAASPP Mathematics</i> Increase percent of ALL students scoring 'Standard Exceeded' from 14% to 17% Increase percent of ALL students scoring 'Standard Met' from 21% to 24% Increase percent of students in significant subgroups scoring 'Standard Exceeded by 3%' Increase percent of students in significant subgroups scoring 'Standard Met' by 3% Increase percent of students and percent of significant subgroups scoring 'Above Standard' on Mathematics Claims in Concepts and Procedures, Problem Solving and Modeling Data and Analysis, and Communicating Reasoning <i>Graduation Rate</i> Increase percent of students and percent of significant subgroups graduating from 84% to 86% <i>Dropout Rate</i> Decrease percent of students identified as 'Dropouts' from 7.4% to 6.8% <i>State Seal of Biliteracy</i> Increase percent of students earning their high school diploma with the State Seal of Biliteracy from 320 to 330 <i>Re-Designated Fluent English Proficient (RFEP)</i> Increase percent of students identified as Re-Designated Fluent English Proficient from 18% to 21%		

<i>Career Academy participation rate</i> Increase percent of students participating in District career pathways from 18% to 21% Increase percent of English Learner students participating in District career pathways by 5% <i>CTE course participation rate</i> Increase percent of students completing a two year CTE course sequence from 11% to 14%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-1-3 Implement a District Wide Instructional Focus that supports college and career readiness and the development of school-wide instructional goals at each school site.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development
1-2-3 Support increased participation in and access to college and career ready coursework and related co-curricular experiences for ALL students.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development
1-3-3 Provide ALL students access to rigorous standards-aligned courses designed as preparation for high school graduation as well as preparation for college and career readiness through the collaborative development of instructional units, lessons, and interim and benchmark assessments that provide students quality feedback.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development

1-4-3 Provide professional learning designed to support students identified as English Learners with literacy strategies, interventions, and coursework that creates access to re-designation as Fluent English Proficient, UC a-g course completion, and career pathway participation	All Schools	___ ALL OR: ___ Low Income pupils <u>X</u> English Learners ___ Foster Youth <u>X</u> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development
1-5-3 Provide professional learning designed to support ALL students' access to project based learning opportunities that includes the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development
1-6-3 Provide professional learning in support of the ongoing implementation of Linked Learning Career Pathways that connects core curriculum and high wage high need career opportunities in Ventura County to students through project based learning, career technical education coursework, and work based learning opportunities.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development
1-7-3 Continue to implement a protocol for collaborative classroom walkthrough observations that assess progress toward the District's instructional goal.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development

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1-8-3 Provide instructional coaching in core content areas with District level Learning Design Coaches working with site instructional coaches to build instructional capacity through implementation plans for professional learning initiatives in ELA, Math, ELD, NGSS, and Social Science	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$660000 certificated salaries

GOAL:	Goal 2: Instructional Materials and Educational Technology In an environment of high expectations with support the Oxnard Union High School District will identify and effectively implement standards aligned materials and educational technology that support high school graduation, as well as college and career readiness for ALL students		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 <u>X</u> 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify <u>1, 4, 8</u>
Identified Need :	Student data from a variety of sources indicates that not all students are achieving at 'college ready' levels and that achievement gaps exist between significant pupil subgroups in the District. <i>Data Examined includes:</i> • CAASPP/EAP • Graduation rate • Students earning the High School Diploma with the State Seal of Biliteracy • English Learner Re-Designation Fluent English Proficient (RFEP) rate • UC a-g coursework completion rate • Advanced Placement Equity & Access percentage • PSAT/SAT/ACT participation rate • Career Pathway participation rate • CTE course participation rate • Student, Parent, and Staff feedback & survey • California Healthy Kids Survey • Attendance rates • Incidents of student discipline		
Goal Applies to:	Schools:	ACHS, CIHS, CHS, FHS, HHS, OHS, PHS, RCHS, RMHS	
	Applicable Pupil Subgroups:	ALL, English Learner, Foster Youth, Socio-Economically Disadvantaged, students with disabilities	

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:*Participation in Learning Management System (LMS)*

Establish the number of teachers with active LMS accounts

Participation in On-Line Learning

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

Development of Benchmark Assessments

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

Completion of District Computer Literacy Graduation Requirement

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-1-1 Provide standards aligned instructional materials and technology to support updating of courses to meet the California Standards and the design and implementation of new courses. Provide instructional materials and technology to support tutoring and other academic enrichment activities.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>students with disabilities</u>	\$400000 restricted lottery \$320000 unrestricted Instructional Materials & Supplies
2-2-1 Identify and effectively implement instructionally relevant educational technology in support of high school graduation as well as college and career readiness	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$100000 restricted lottery \$100000 unrestricted Instructional Materials & Supplies

2-3-1 Plan and develop the concept of on-line learning centers at each school site that provide initial credit and make up credit in support of high school graduation as well as college and career readiness through an UC a-g approved online learning platform	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$200000 restricted lottery \$10000 unrestricted professional development
2-4-1 Develop online activities and resources for District courses using an online learning management system	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
2-5-1 Develop interim assessments and benchmarks within an online student data system that provide students with immediate feedback on their progress to mastery of standards and allows teachers to collaboratively examine student work and modify instruction to meet student needs	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development

2-6-1 Provide effective implementation of educational technology through daily, weekly, and monthly training provided by the Coordinator of Educational Technology, Learning Design Coach – Technology, and Site Tech Coaches	All Schools	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$330000 Certificated Salaries \$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<i>Participation in Learning Management System (LMS)</i> Increase the number of teachers with active LMS accounts by 10%		
	<i>Participation in On-Line Learning</i> Increase the number of students earning credits through the District on-line Learning Platform by 5%		
	<i>Development of Benchmark Assessments</i> Increase the number of Benchmark Assessments developed and available in the District Data Management system by 2 per core content area		
	<i>Completion of District Computer Literacy Graduation Requirement</i> Increase the number of students by significant subgroup and grade level completing the District Computer Literacy Graduation Requirement by grade level, course, or exam each school year by 10%		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-1-2 Provide standards aligned instructional materials and technology to support updating of courses to meet the California Standards and the design and implementation of new courses. Provide instructional materials and technology to support tutoring and other academic enrichment activities.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$400000 restricted lottery \$320000 unrestricted Instructional Materials & Supplies
2-2-2 Identify and effectively implement instructionally relevant educational technology in support of high school graduation as well as college and career readiness	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100000 restricted lottery \$100000 unrestricted Instructional Materials & Supplies
2-3-2 Develop and pilot on-line learning centers at each school site that provide initial credit and make up credit in support of high school graduation as well as college and career readiness through an UC a-g approved online learning platform	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$200000 restricted lottery \$10000 unrestricted professional development
2-4-2 Develop online activities and resources for District courses using an online learning management system	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development

2-5-2 Implement interim assessments and benchmarks within an online student data system that provide students with immediate feedback on their progress to mastery of standards and allows teachers to collaboratively examine student work and modify instruction to meet student needs	All Schools	☒ ALL ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development
2-6-2 Provide effective implementation of educational technology through daily, weekly, and monthly training provided by the Coordinator of Educational Technology, Learning Design Coach – Technology, and Site Tech Coaches	All Schools	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$330000 Certificated Salaries \$60000 State funded educator effectiveness grant; \$5000 unrestricted professional development

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<i>Participation in Learning Management System (LMS)</i> Increase the number of teachers with active LMS accounts by 10% <i>Participation in On-Line Learning</i> Increase the number of students earning credits through the District on-line Learning Platform by 5% <i>Development of Benchmark Assessments</i> Increase the number of Benchmark Assessments developed and available in the District Data Management system <i>Completion of District Computer Literacy Graduation Requirement</i> Increase the number of students by significant subgroup and grade level completing the District Computer Literacy Graduation Requirement by grade level, course, or exam each school year by 10%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-1-3 Provide standards aligned instructional materials and technology to support updating of courses to meet the California Standards and the design and implementation of new courses. Provide instructional materials and technology to support tutoring and other academic enrichment activities.	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$400000 restricted lottery \$320000 unrestricted Instructional Materials & Supplies
2-2-3 Identify and effectively implement instructionally relevant educational technology in support of high school graduation as well as college and career readiness	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$100000 restricted lottery \$100000 unrestricted Instructional Materials & Supplies
2-3-3 Implement on-line learning centers at each school site that provide initial credit and make up credit in support of high school graduation as well as college and career readiness through an UC a-g approved online learning platform	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$200000 restricted lottery \$10000 unrestricted professional development
2-4-3 Develop online activities and resources for District courses using an online learning management system	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development

2-5-3 Implement interim assessments and benchmarks within an online student data system that provide students with immediate feedback on their progress to mastery of standards and allows teachers to collaboratively examine student work and modify instruction to meet student needs	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development
2-6-3 Provide effective implementation of educational technology through daily, weekly, and monthly training provided by the Coordinator of Educational Technology, Learning Design Coach – Technology, and Site Tech Coaches	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$330000 Certificated Salaries \$10000 unrestricted professional development

GOAL:	Goal 3: Positive Behavior, Intervention, & Support In an environment of high expectations with support the Oxnard Union High School District will identify and effectively implement academic and social-emotional positive behavior, intervention, and support programs for ALL students.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify <u>4, 6, 7, 8</u>
Identified Need :	Student data from a variety of sources indicates that not all students are achieving at 'college ready' levels and that achievement gaps exist between significant pupil subgroups in the District. <i>Data Examined includes:</i> • CAASPP/EAP • Graduation rate • Students earning the High School Diploma with the State Seal of Biliteracy • English Learner Re-Designation Fluent English Proficient (RFEP) rate • UC a-g coursework completion rate • Advanced Placement Equity & Access percentage • PSAT/SAT/ACT participation rate • Career Pathway participation rate • CTE course participation rate • Student, Parent, and Staff feedback & survey • California Healthy Kids Survey • Attendance rates • Incidents of student discipline, including suspension and expulsion		
	Goal Applies to:	Schools:	ACHS, CIHS, CHS, FHS, HHS, OHS, PHS, RCHS, RMHS
Applicable Pupil Subgroups:		ALL, English Learner, Foster Youth, Socio-Economically Disadvantaged, students with disabilities	

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:

UC a-g coursework completion rate

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

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

Advanced Placement Equity & Access percentage

Increase Advanced Placement Equity & Access percentage from 22.4% to 25%

PSAT/SAT/ACT

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

Attendance rate

Increase District Average Daily Attendance by 1%

Discipline rate

Decrease all incidents of student discipline by 10% from 1725 to 1552

Decrease expulsions from 73 to 65

Student Connectedness

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

Establish an initial response rate to student connectedness survey questions

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-1-1 Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.	All Schools	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$150000 Unrestricted professional development \$220000 Certificated Salaries
3-2-1 Provide a comprehensive system of tutoring and other academic support activities during afternoon and evening hours	All Schools	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$600000 certificated salaries
3-3-1 Provide support and professional learning for the Advancement via Individual Determination (AVID) program	All Schools	___ALL OR: ☒ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>AVID eligible students</u>	\$64000 unrestricted professional development \$65000 certificated salaries; \$25000 unrestricted services; \$300000 classified salaries
3-4-1 Provide the PSAT 9 to ALL Grade 9 students and the PSAT to ALL students in Grade 10 and Grade 11 as well as a review of the student results as a College Readiness experience.	All Schools	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$121000 unrestricted services

3-5-1 Provide support and professional learning for the Advanced Placement/International Baccalaureate Program	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
3-6-1 Provide a Counseling and Guidance program that supports enhanced access to Counseling services, college and career readiness, and communication with parents in their home language. Implement related professional learning to support Counseling and Guidance services for ALL students including English Learners, Foster Youth, Youth impacted by poverty, and students with disabilities	All Schools	__ALL OR: __Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____ Homeless & students with disabilities	\$990000 certificated salaries \$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
3-7-1 Provide professional learning and student programs that support cultural proficiency, community/school pride, and tolerance of others.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies

3-8-1 Provide support for the development and implementation of safe school plans and well maintained facilities.	All Schools	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<i>UC a-g coursework completion rate</i> Increase percent of ALL students completing UC a-g coursework from 29% to 32% Increase percent of English Learners completing UC a-g coursework from 6% to 9% <i>Advanced Placement Equity & Access percentage</i> Increase Advanced Placement Equity & Access percentage from 25% to 28% <i>PSAT/SAT/ACT</i> Establish a baseline for participation rate and scores in the PSAT/SAT/ACT <i>Attendance rate</i> Increase District Average Daily Attendance by 1% <i>Discipline rate</i> Decrease all incidents of student discipline by 10% from 1552 to 1400 Decrease expulsions from 65 to 59 <i>Student Connectedness</i> Using questions identified on the Student Survey and CA Healthy Kids survey; measure the increase student connectedness. This may be a qualitative measurement.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-1-2 Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$20000 Unrestricted professional development \$220000 Certificated Salaries
3-2-2 Provide a comprehensive system of tutoring and other academic support activities during afternoon and evening hours	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$600000 certificated salaries
3-3-2 Provide support and professional learning for the Advancement via Individual Determination (AVID) program	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$64000 unrestricted professional development \$65000 certificated salaries; \$25000 services; \$300000 classified salaries
3-4-2 Provide the PSAT 9 to ALL Grade 9 students and the PSAT to ALL students in Grade 10 and Grade 11 as well as a review of the student results as a College Readiness experience.	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$121000 services

3-5-2 Provide support and professional learning for the Advanced Placement/International Baccalaureate Program	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
3-6-2 Provide a Counseling and Guidance program that supports enhanced access to Counseling services, college and career readiness, and communication with parents in their home language. Implement related professional learning to support Counseling and Guidance services for ALL students including English Learners, Foster Youth, Youth impacted by poverty, and students with disabilities	All Schools	__ALL OR: __Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____ Homeless & students with disabilities	\$990000 certificated salaries \$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
3-7-2 Provide professional learning and student programs that support cultural proficiency, community/school pride, and tolerance of others.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies

3-8-2 Provide support for the development and implementation of safe school plans and well maintained facilities.	All Schools	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<i>UC a-g coursework completion rate</i> Increase percent of ALL students completing UC a-g coursework from 32% to 35% Increase percent of English Learners completing UC a-g coursework from 6% to 9% <i>Advanced Placement Equity & Access percentage</i> Increase Advanced Placement Equity & Access percentage from 25% to 28% <i>PSAT/SAT/ACT</i> Establish a baseline for participation rate and scores in the PSAT/SAT/ACT <i>Attendance rate</i> Increase District Average Daily Attendance by 1% <i>Discipline rate</i> Decrease all incidents of student discipline by 10% from 1400 to 1360 Decrease expulsions from 59 to 53 <i>Student Connectedness</i> Using questions identified on the Student Survey and CA Healthy Kids survey; measure the increase student connectedness. This may be a qualitative measurement.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-1-3 Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$20000 Unrestricted professional development \$220000 Certificated Salaries
3-2-3 Provide a comprehensive system of tutoring and other academic support activities during afternoon and evening hours	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$600000 certificated salaries
3-3-3 Provide support and professional learning for the Advancement via Individual Determination (AVID) program	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$64000 unrestricted professional development \$65000 certificated salaries; \$25000 services; \$300000 classified salaries
3-4-3 Provide the PSAT 9 to ALL Grade 9 students and the PSAT to ALL students in Grade 10 and Grade 11 as well as a review of the student results as a College Readiness experience.	All Schools	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$121000 services

3-5-3 Provide support and professional learning for the Advanced Placement/International Baccalaureate/Honors Programs	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
3-6-3 Provide a Counseling and Guidance program that supports enhanced access to Counseling services, college and career readiness, and communication with parents in their home language. Implement related professional learning to support Counseling and Guidance services for ALL students including English Learners, Foster Youth, Youth impacted by poverty, and students with disabilities	All Schools	__ALL OR: __Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____ Homeless & students with disabilities	\$990000 certificated salaries \$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
3-7-3 Provide professional learning and student programs that support cultural proficiency, community/school pride, and tolerance of others.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies

3-8-3 Provide support for the development and implementation of safe school plans and well maintained facilities.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10000 unrestricted professional development \$20000 unrestricted Instructional Materials & Supplies
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GOAL:	Goal 4: Parent, Family, and Community Involvement In an environment of high expectations with support the Oxnard Union High School District will identify and implement programs and initiatives that effectively involve parents, families, and the community in support of improving student achievement.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify <u>1</u>
Identified Need :	Student data from a variety of sources indicates that not all students are achieving at 'college ready' levels and that achievement gaps exist between significant pupil subgroups in the District. <i>Data Examined includes:</i> • CAASPP/EAP • Graduation rate • Students earning the High School Diploma with the State Seal of Biliteracy • English Learner Re-Designation Fluent English Proficient (RFEP) rate • UC a-g coursework completion rate • Advanced Placement Equity & Access percentage • PSAT/SAT/ACT participation rate • Career Pathway participation rate • CTE course participation rate • Student, Parent, and Staff feedback & survey • California Healthy Kids Survey • Attendance rates • Incidents of student discipline		
Goal Applies to:	Schools:	ACHS, CIHS, CHS, FHS, HHS, OHS, PHS, RCHS, RMHS	
	Applicable Pupil Subgroups:	ALL, English Learner, Foster Youth, Socio-Economically Disadvantaged, students with disabilities	

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:*Parent Connectedness*

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

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

Parent Participation

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4-1-1 Provide regular school/home communication in the appropriate home language and regular updates to student progress on Parent VUE/Student VUE.	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries
4-2-1 Provide a parent/student/staff survey to allow for input and feedback into District programs and services	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$35000 services
4-3-1 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports an understanding of the requirements for high school graduation as well as UC a-g college entrance requirements and career education opportunities.	All Schools	__ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>students with disabilities</u>	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries

4-4-1 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports the use of educational technology by students and parents	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)___students with disabilities	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries
4-5-1 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that allows parents to support their students' academic progress.	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)___students with disabilities	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries
4-6-1 Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents in the appropriate home language that supports high school graduation as well as college and career readiness for ALL students	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)___students with disabilities	\$125000 classified salaries

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:*Parent Connectedness*

Improve the response rate measure and increase parent connectedness as reported by results on the student survey and the California Healthy Kids Survey. This may be a qualitative measurement.

Parent Participation

Using questions identified on the Parent Survey and CA Healthy Kids survey; measure the increase in parent connectedness. This may be a qualitative measurement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4-1-2 Provide regular school/home communication in the appropriate home language and regular updates to student progress on Parent VUE/Student VUE.	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries
4-2-2 Provide a parent/student/staff survey to allow for input and feedback into District programs and services	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$35000 services
4-3-2 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports an understanding of the requirements for high school graduation as well as UC a-g college entrance requirements and career education opportunities.	All Schools	___ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____ students with disabilities	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries

4-4-2 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports the use of educational technology by students and parents	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____students with disabilities	\$15000 certificated salaries; \$10000 services; \$150000 classified salaries
4-5-2 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that allows parents to support their students' academic progress.	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____students with disabilities	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries
4-6-2 Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents in the appropriate home language that supports high school graduation as well as college and career readiness for ALL students	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____students with disabilities	\$125000 Parent Liaison

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<i>Parent Connectedness</i> Improve the response rate measure and increase parent connectedness as reported by results on the student survey and the California Healthy Kids Survey. This may be a qualitative measurement. <i>Parent Participation</i> Using questions identified on the Parent Survey and CA Healthy Kids survey; measure the increase in parent connectedness. This may be qualitative measurement.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4-1-3 Provide regular school/home communication in the appropriate home language and regular updates to student progress on Parent VUE/Student VUE.	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries
4-2-3 Provide a parent/student/staff survey to allow for input and feedback into District programs and services	All Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$35000 services
4-3-3 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports an understanding of the requirements for high school graduation as well as UC a-g college entrance requirements and career education opportunities.	All Schools	____ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)_____ students with disabilities	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries

4-4-3 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports the use of educational technology by students and parents	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ students with disabilities	\$15000 certificated salaries; \$10000 services; \$150000 classified salaries
4-5-3 Provide afternoon, evening, and weekend programming for parents in the appropriate home language that allows parents to support their students' academic progress.	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ students with disabilities	\$15000 certificated salaries; \$10000 services; \$15000 classified salaries
4-6-3 Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents in the appropriate home language that supports high school graduation as well as college and career readiness for ALL students	All Schools	___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ students with disabilities	\$125000 Parent Liaison

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal #1: Ensure all teachers are prepared to help all students (including LI, newcomer and long-term ELs, and FY) successfully complete high school and graduate prepared for college and career		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify <u>1, 2, 3, 4</u>	
Goal Applies to:	Schools:	ACHS, CIHS, CHS, FHS, HHS, OHS, PHS, RCHS, RMHS		
	Applicable Pupil Subgroups:	ALL, LI, FY, EL		
Expected Annual Measurable Outcomes:	1-100% of teachers will participate in one or more PD and/or PLC training on the Implementation of state standards as verified by sign-n sheets and/or MyLearningPlan (MLP), a professional learning management system. 2-The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. 3-The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. 4- ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2. 5-HS graduation rate will increase by 2% or remain above 95% 6-HS dropout rate will decrease by 2% or remain below 2%. 7-UC/CSU a-g completion rate will increase by 2%. 8- 100% of teachers will be Highly Qualified (HQT). 9- 100% of classrooms will have standards-aligned instructional materials as documented by the Williams Act. 10- More students will be enrolled in an academy/pathways than in the previous year. 11- PD for Advanced Placement/IB teachers		Actual Annual Measurable Outcomes:	1-Teachers participated in “PD” aligned to CA standards there is no verification available to confirm 100% participation 2/3- CAHSEE is no longer administered 4- AMAO 1 declined by 1.4% to 58.4% and did not meet the state target of 60.5% 4- AMAO 2 (less than 5 years) declined by 2.2% to 12.3% and did not meet the state target of 24.2% 4- AMAO 2 (more than 5 years) declined by 1% to 43.5% and did not meet the state target of 50.9% 5- Graduation rate improved by 1% to 80% 6- Dropout rate decreased by 4% to 11% 7- UC a-g completion increased by 3.6% from 25.5 to 29.1 8- The District is 100% compliant with HQT for 2015-2016 9- The District is 100% Williams compliant for 2015-2016 10- Academy/pathway enrollment increased from 1100 students to 2090 students 11- “PD” for AP/IB was provided but not systemic. There are no measurements or quality indicators specific enough to suggest progress toward Goal #1

	12- More counselors, bilingual when possible 13- PD aligned to technology for stakeholders: students, teachers, parents		12- No additional counselors were hired for 2015-2016 13- “PD” for Technology was provided for some teachers and some students but not for parents. There are no measurements or quality indicators specific enough to suggest progress toward Goal #1
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will participate in one or more PD and/or PLC training Implementation of state standards as verified by attendance sheets	Summer PD: \$90,000 (Federal Restricted Funds) • During School CCSS PD: \$20,000 • Sub Pay to release teachers for within the school year PD: \$10,000 • Conferences: \$15,000 (Federal Restricted Funds)	Teachers participated in “PD” aligned to CA standards including site presentations, pull out days at the District Office, local, state, and national conferences. There are no sign in sheets to verify attendance. However the documented result is the development of the Educator Effectiveness plan, board adopted on 5/4/16. As well as the identified actions and services in Professional Learning for 2016-2017	\$125000
Scope of service:	All Schools	Scope of service:	All Schools
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Train teachers/staff on Linked Learning		Linked Learning & 21st Century Learning PD: \$50,000 (State Restricted Funds— CCPT Grant)	Project Based Learning training provided for Teachers in Career Academies		\$2500
Scope of service:	All Schools		Scope of service:	All Schools	
☒ ALL			☒ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Train teachers/staff on the UC/CSU ‘a-g’ requirements and the district and site data		Linked Learning & 21st Century Learning PD: \$50,000 (State Restricted Funds— CCPT Grant)	Not implemented; No expense or Scope of service		0
Scope of service:	All Schools		Scope of service:	n/a	
☒ ALL			☐ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

PD-Strategies for engaging students impacted by poverty		Above PD funds	Not implemented; No expense or Scope of service		0
Scope of service:	All Schools		Scope of service:	n/a	
☒ ALL			☐ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
PD-Strategies for engaging Foster Youth		Above PD funds	Not implemented; No expense or Scope of service		0
Scope of service:	All Schools		Scope of service:	n/a	
☒ ALL			☐ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
PD- Strategies for engaging English Learners (newcomers and LTELs)		Above PD funds	Reading and Literacy development, CAFE, job alike for ELD teachers/World Language Teachers/ELA Teachers		\$25000
Scope of service:	All Schools		Scope of service:	All Schools	
☒ ALL			☒ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The District's expected outcomes were not coherently aligned to goal #1 and showed inconsistency as a result. For 2016-2017 our expected outcomes will align as closely as possible to the measures predicted in the new state accountability model. The actions and services will change to provide standards aligned professional learning to teachers and staff designed to build instructional capacity, literacy across content areas, including: Support for English Learners, and improved student achievement; Collaborative development of instructional units, lessons, and interim and benchmark assessments that provide students quality feedback; Support for students identified as English Learners through literacy strategies, interventions, and coursework that creates access to re-designation as Fluent English Proficient, UC a-g course completion, and career pathway participation; Support for ALL students' access to project based learning opportunities that include the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts; Support for the ongoing implementation of Linked Learning Career Pathways that connects core curriculum and high wage high need career opportunities in Ventura County to students through project based learning, career technical education coursework, and work based learning opportunities; Provide instructional coaching in core content areas with District level Learning Design Coaches working with site instructional coaches to build instructional capacity through monthly implementation plans for professional learning initiatives.

Original GOAL from prior year LCAP:	Goal # 2: Ensure all students have access to appropriate technology and can demonstrate effective 21st Century Learning Skills.			Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify ____ 1, 2, 6		
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS				
	Applicable Pupil Subgroups:	ALL, LI, FY, EL				
Expected Annual Measurable Outcomes:	1-Student surveys will show an increased satisfaction with school technology.				1-Students did not take a survey specific to school technology	
	2-At least 98% of juniors will successfully participate in SBAC testing on a digital device.				2-95% of Juniors participated in CAASPP testing all of them participated on a digital device	
	3-100% of staff will be able to login to D2L in order to retrieve documents.				3-Less than 100% of staff logged in to D2L	
	4-At least 33% of teachers will utilize D2L with their students by the end of the year.				4-Less than 33% of teachers are using D2L with students	
	5-80% of students will successfully complete the new Computer Literacy graduation requirements by the end of 11th grade.			Actual Annual Measurable Outcomes:	5-20% of students have completed the Computer Literacy requirement in grades 9-11; due to limited grade 9-11 courses that meet the CL requirement	
	6-100% of students will have the opportunity to access to an electronic device that includes digital text books				6- There is not enough funding available at this time to provide an electronic device to 100% of students	

LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase internet speed and accessibility by increasing bandwidth	Maintain 2 GB Bandwidth: \$85,500 (Unrestricted General Funds)		Current bandwidth is maintained	\$85000
Scope of service: ALL Schools		Scope of service: All Schools		
X ALL		X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Monitor the revised District's computer literacy requirement	NorStar purchase online assessment \$3000		Not implemented; No expense or Scope of service	0
Scope of service: ALL Schools		Scope of service: n/a		
X ALL		__ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

Purchase additional tablets/personal devices moving towards the goal of every student having access to one (1:1 computer)		Purchase 1500 student mobile devices: \$800,000 (Unrestricted General Funds)	2000 laptops purchased and distributed to school sites; implemented as either 1:1 for a small number of students or as computers on wheels (cows) – classroom carts of 38 laptops	\$1,000,000
Scope of service:	ALL Schools		Scope of service:	ALL Schools
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Train students, teachers/staff how to effectively use Desire2Learn (D2L)		D2L training (100 seats @ 2 hours): \$5,600 (Unrestricted General Funds) • 100 Mobile Devices for Teachers completing D2L: \$50,000 (Unrestricted General Funds)	D2L training is ongoing; More than 100 teachers have completed the training and there are no more mobile devices available.	55600
Scope of service:	ALL Schools		Scope of service:	
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Begin to purchase e-textbooks, along with Math adoption of textbooks – Integrated Math 1, 2, 3 and monitor usage of students accessing online		Math textbooks & e-textbooks: \$100,000,000 (Unrestricted General Funds)	Math Textbooks were purchased; RCHS opened with all e-textbooks; Adoption of AP European History will include e-textbook option	1,000,000
Scope of service:	ALL Schools		Scope of service:	All Schools
☒ ALL			☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Pending a general obligation bond or other specific funding source, the District with the exception of RCHS will move away from 1:1 devices and deploy technology in classroom carts called ‘Computers on Wheels (COW’s). A new District department will oversee, identify, and effectively implement appropriate educational technology in support of high school graduation as well as college and career readiness, as well as provide professional learning related to the effective implementation of educational technology		

Original GOAL from prior year LCAP:	Goal #3: All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience.		Related State and/or Local Priorities: 1_X 2_X 3_ 4_X 5_X 6_ 7_X 8_X COE only: 9__ 10__ Local : Specify __1, 2, 6__		
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS			
	Applicable Pupil Subgroups:	ALL, LI, FY, EL			
Expected Annual Measurable Outcomes:	1-HS graduation rate increase by 2% or remain above 95%. 2-HS dropout rate will decrease by 2% or remain below 2%, using 2014-15 once released 3-UC/CSU a-g completion rate will increase by 2%. 4-The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. 5-The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. 6-At least 62% of ELs will make progress on the CELDT (AMAO 1). 7-Increase the number of CTE course offerings or Academy/pathway options. 8-Increase % of students completing a CTE pathway or Academy course of study by 2%. 9-Increase % of students participating in AVID by 2%. 10-Increase % students completing Naviance tasks by 5%. 11-Reclassification of ELs to Fluent English Proficient will increase by 2%. 12-Percent of students scoring proficient according to the EAP will increase by 2%. 13-Increase modes of parent communication of programs available, parent survey increased in regards to effective communication baseline 14-Increase student contact with counselors, establish baseline 15-Create a resource brochure with health resources: health, medical, etc.		Actual Annual Measurable Outcomes:	1- Graduation rate improved by 1% to 80% 2- Dropout rate decreased by 4% to 11% 3-UC a-g completion increased by 3.6% from 25.5 to 29.1 4/5- CAHSEE is no longer administered 6- AMAO 1 declined by 1.4% to 58.4% and did not meet the state target of 60.5% 7-Academy enrollment increased from 1100 students to 2090 students 8- CTE pathway completion decreased from 10% to 5% 9-AVID enrollment increased by 25% from 1038 to 1370 10-No information on Naviance was recorded 11-Students being reclassified as Fluent English Proficient declined from 11% to 8% 12-The EAP is now embedded in the CAASPP 13-Between 5200 and 5500 parents took the Parent Survey; ParentVUE and online automatic home calling systems are in place 14-No information on student/counselor contact was recorded 15-No brochure was created	

	16-Increase student time using a digital textbook format, establish baseline		16-All students at RCHS (350) and selected AP courses used digital textbooks. The baseline number is approximately 500
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to support the additional staffing hours of the College & Career Center so it is open before & after school, maintain sign-in sheets and use center as area for counselors to provide group presentations, distribute brochures on health recourses	4 extra hours for College and Career Technicians (added to current 4 hours of district paid hours): \$170,000 (Carl Perkins & Unrestricted General Funds)	Not implemented; No expense or Scope of service	0
Scope of service:	All Schools	Scope of service:	n/a
☒ ALL		☐ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Implement linked learning for all students (graduate profile—skills, behaviors & aptitudes, Naviance, Freshmen Transition) monitor students who receive laptops for 1-1 progress in online resources: naviance, shmoop, ebooks		Naviance 9th - 12th: \$84,000 (State Restricted Funds—CCPT Grant) • Freshmen Transition/EEI for 9th graders (revision, materials & training): \$5,000 (Unrestricted General Funds)	Naviance is available but not yet effectively implemented, Freshman Transition curriculum is pending approval; 1:1 monitoring of students with laptops is not implemented	\$84000	
Scope of service:	All Schools		Scope of service:	All Schools	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Expand career pathways and opportunities (work-based learning)		Development of Graduate Profile \$1000 (State Funds—CCPT Grant)	Work Based Learning is expanded through CCPT hiring a WBL Coordinator Graduate Profile is not implemented	\$110000	
Scope of service:	All Schools		Scope of service:	All Schools	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Develop projects that incorporate college & career readiness standards into select courses (e.g., add financial literacy to Econ.-12th)		Development of College & Career Readiness projects (120 teachers for 16 hours): \$54,000 (Unrestricted General Funds)	Freshman Transition course: College and Career Readiness was developed; Career Academies developed courses specific to career pathways that embedded college and career readiness standards.		2500
Scope of service:	All Schools		Scope of service:	All Schools	
X_ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Offer opportunities for College field trips		College Field Trips organized by each school site: variable costs (paid through site Unrestricted General Funds)	College Field Trips were taken by AVID students		5000
Scope of service:	All Schools		Scope of service:	ACHS, CIHS, HHS, OHS, PHS, RMHS	
__ ALL			__ ALL		
OR: __ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient x Other Subgroups:(Specify) __ AVID students			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient x Other Subgroups:(Specify) __ AVID students		

OASIS courses during the regular school day to enhance social skills		OASIS courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)	OASIS courses to assist ‘at risk’ Freshmen are offered at ACHS, CHS, HHS, OHS, PHS, RMHS	140000
Scope of service:	ACHS, CHS, HHS, OHS, PHS, RMHS		Scope of service:	ACHS, CHS, HHS, OHS, PHS, RMHS
<u>__ALL</u>			<u>__ALL</u>	
OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient X</u> Other Subgroups:(Specify) <u>_____admin recommendation</u>			OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient X</u> X Other Subgroups:(Specify) <u>_____admin recommendation</u>	
AB 490 & AB 216 training for counselors and administrators & implementation at all school sites		AB 490 & AB 216 trainers and materials \$10000 (unrestricted general fund)	Information on the rights of Foster Youth and the alternative graduation requirements available to Foster Youth were presented at Mentor Counselor meetings; no specific training was conducted	0
Scope of service:	All Schools		Scope of service:	All Schools
<u>X_ALL</u>			<u>__ALL</u>	
OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>			OR: <u>__Low Income pupils __English Learners</u> <u>X Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	

Provide additional training for all Counselors on Naviance, Linked Learning, and effective academic counseling for students who live in poverty, are Foster Youth, and/or are English Learners		Trainers and materials: \$10,000 (Unrestricted General Funds)	Not implemented; No expense or Scope of service	0
Scope of service:	All Schools		Scope of service:	n/a
X_ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide four additional summer school enrichment courses per comprehensive school site to allow students to participate more fully in academies, AVID, and other school programs		Teacher pay, materials and supplies: \$200,000 (Unrestricted General Funds)	Online enrichment is offered at each site through Summer School 2016	112000
Scope of service:	All Schools		Scope of service:	All Schools
X_ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Ensure programs/opportunities are communicated to parents using various modes of communication: example text, social media, email, phone, parent nights		Site budgets	Varies by Site		Varies by Site
Scope of service:	All Schools		Scope of service:	All Schools	
X _ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Work with partner districts to develop 6-year plan		\$500 for materials and supplies (Unrestricted General Funds) \$2000 for extra hourly pay (Unrestricted General Funds)	Meetings were held with each Partner District and MOU’s related to student data and eighth grade transition are being developed		0
Scope of service:	All Schools		Scope of service:	All Schools	
X _ALL			X _ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Linked Learning is designed to provide students an experience with project based learning across the four core content areas with a connection to a CTE or Career Academy course. This year more than 2000 students had a Linked Learning Experience, however not all students in the district have access to this opportunity. For next year we will continue to expand Career Academies and Linked Learning experiences. We will also renew a focus on providing a Counseling and Guidance program that supports enhanced access to Counseling services, college and career readiness, and communication with parents in their home language. To support this work we will implement related professional learning to support Counseling and Guidance services for ALL students including English Learners, Foster Youth, and Youth impacted by poverty.

To increase the access of ALL students to project based learning opportunities we will provide professional learning on the collaborative development of instructional units, lessons, and projects connected to real world topics, careers, and concepts. Develop, implement, and support Linked Learning Career Pathways that connect core curriculum and high wage high need career opportunities in Ventura County.

We will also provide standards aligned instructional materials and technology to support updating of courses to meet the California Standards and the design and implementation of new courses. Provide instructional materials and technology to support tutoring and other academic enrichment activities. Provide the PSAT 9 to ALL Grade 9 students and the PSAT to ALL students in Grade 10 and Grade 11 as well as a review of the student results as a College Readiness experience.

Original GOAL from prior year LCAP:	Goal # 4: Decrease subgroup achievement gaps		Related State and/or Local Priorities: 1_ 2_X_ 3_ 4_X_ 5_ 6_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify 3, 4, 6	
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS		
	Applicable Pupil Subgroups:	ALL, LI, FY, EL		
Expected Annual Measurable Outcomes:	1-The graduation rate for each significant subgroup will increase by 3% or remain above 95%. 2-UC/CSU a-g completion rate for each significant subgroup will increase by 3%. 3-The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. 4-The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. 5-At least 62% of ELs will make progress on the CELDT (AMAO 1). 6-Reclassification of ELs to Fluent English Proficient will increase by 2%. 7-The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year’s growth for each significant sub group. 8-There will be an increased participation rate of each significant subgroup in AP/IB courses. 9-There will be an increased participation of each significant subgroup in CTE Pathways and/or Academies 10-Monitor new nutrition program implemented 2015-16 11-Provide PD and monitor usage of digital textbooks introduced in 2015-16		Actual Annual Measurable Outcomes:	1-Graduation rate for Hispanic/Latino students improved from 74.25% to 77.47%; Graduation rate for Socioeconomically Disadvantaged students increased from 73.15% to 76.86% 2-UC a-g completion rates for Hispanic/Latino students decreased from 22.8% to 19.5%; UC a-g completion rates for Socioeconomically Disadvantaged students decreased from 24.2% to 19.4% 3/4- CAHSEE is no longer administered 5- AMAO 1 declined by 1.4% to 58.4% and did not meet the state target of 60.5% 6- Students being reclassified as Fluent English Proficient declined from 11% to 8% 7-ADA at P2 declined by .19% from 94.16% to 93.91% 8-Participation in AP/IB for EL increased from 2.3% to 3.6%; LI participation decreased from 59.3% to 57/7% 9-Participation in Career Academies for EL increased from 8.5% to 10.2%; LI participation decreased from 82.7% to 67% 10-Participation in the Nutrition program has declined slightly; students report a significant increase in food quality. 11- Teachers at RCHS and in selected AP/IB courses participated in “PD” related to implementing digital textbooks and curriculum.

	12 -Provide PD and monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy		12 - Due to budget constraints and the limited number of digital laptops available PD and use were not provided or measured.
	13 -PD for all stakeholders on college and career readiness courses available for students		13 - “PD” was provided on Project Based Learning through Career Academies. This did not address ALL students
	14 -Provide information through various modes of communication: text, social media, paper, email, phone calls, etc.		14 -Information continues to be provided in ALL media to District stakeholders
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Enhance the AVID program at all 6 comprehensive school sites •Allocate a .4 FTE release time for District AVID Liaison •AVID Site Fee •AVID Summer Conference	Enhance AVID at all 6 comp. school sites (.4 FTE District Liaison, Site Fee, Summer PD): \$140,000 (Unrestricted General Funds)	AVID for English Learners Developed; Each site sending a team to AVID Summer Institute; District coordinator release time implemented	\$140000
Scope of service:	ACHS, CIHS, OHS, PHS, RMHS, HHS	Scope of service:	ACHS, CIHS, OHS, PHS, RMHS, HHS
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient x Other Subgroups:(Specify) __ AVID Criteria eligible		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient x Other Subgroups:(Specify) __ AVID Criteria eligible	

Provide additional summer school support courses for credit recovery and credit advancement		Summer School Support: \$200,000 (Unrestricted General Funds and Federal Restricted Funds)	Online coursework for primary Credit (advancement) and remediation available at each site during Summer School 2016	\$200000 \$100000
Scope of service:	ALL Schools		Scope of service:	ALL Schools
☐ X ALL			☒ X ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Before/After school tutoring		Before/After school tutoring: \$70,000 (Site Federal Restricted Funds and/or Site Unrestricted General Funds)	Tutoring and Additional Library Hours were provided	\$70000
Scope of service:	ALL Schools		Scope of service:	ALL Schools
☒ X ALL			☒ X ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Targeted Class Size Reduction in Math and English		Targeted Class Size Reduction (.4 FTE/site): \$280,000 (site Federal Restricted Funds and/or Site Unrestricted General Funds)	Not implemented; No expense or Scope of service	0
Scope of service:	ALL Schools		Scope of service:	n/a
X_ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue funding an additional .4 FTE Learning Design Coach aligned to English Learners		Additional .4 FTE Learning Design Coach aligned to ELs: \$40,000 (Federal Restricted Funds)	.4 FTE LDC-ELD working with DELAC/DPAC and District LCAP Committee; Providing Support and resources for Development of AVID for English Learners	\$40000
Scope of service:	ALL Schools		Scope of service:	ALL Schools
__ALL			__ALL	
OR: __Low Income pupils XEnglish Learners __Foster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils XEnglish Learners __Foster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	

Continue funding additional counselor aligned to special programs		0.2 FTE Counseling support for English Learners at ACHS: \$25,000 (Unrestricted General Funds) 0.8 FTE Counseling support for English Learners at ACHS: \$75,000 (Site Unrestricted General Funds per SPSA)	A Categorical Program counselor is funded at ACHS to provide support for English Learners, and Foster Youth	110000
Scope of service:	ACHS		Scope of service:	ACHS
__ALL			__ALL	
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

PD for staff on basic communication with Mixteco and other EL students and parents		PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above	Categorical Program Counselors and the Categorical Programs Office are working in conjunction with the local Mixteco advocacy organization to better understand communication with the Mixteco community	0
Scope of service:	ALL Schools		Scope of service:	CIHS, HHS, RMHS
__ALL			__ALL	
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Mixteco students and families</u>	
PD on new ELD Standards and the CCSS		PD on new ELD-CCSS Standards: \$10,000 (Federal Restricted Funds)	“PD” was provided on CA Standards including CA ELD standards	10000
Scope of service:	ALL Schools		Scope of service:	ALL Schools
X__ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Pilot EL Progress Monitoring Software-Ellevate		EL Progress monitoring Software: \$25,000 (Federal Restricted Funds)	Ellevate program and related professional learning were piloted in Spring 2016 semester		\$25000
Scope of service:	ALL Schools		Scope of service:	ALL Schools	
__ALL			__ALL		
OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
PD agenda items in scheduled monthly meetings to monitor new nutrition services; monitor usage of digital textbooks introduced in 2015-16;monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy; modes to communicate to stakeholders on college and career readiness courses available for students		No cost: embedded in scheduled monthly meetings	Not implemented; No expense or Scope of service		0
Scope of service:	ALL Schools		Scope of service:	n/a	
X_ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Decreases in subgroup achievement gaps were inconsistent for 2015-2016. By reducing the number of LCAP goals for 2016-2017 we will more clearly target standards aligned Professional Learning for teachers and staff designed to build instructional capacity, literacy across content areas, including: Support for English Learners, and improved student achievement; Collaborative development of instructional units, lessons, and interim and benchmark assessments that provide students quality feedback; Support for students identified as English Learners through literacy strategies, interventions, and coursework that creates access to re-designation as Fluent English Proficient, UC a-g course completion, and career pathway participation; Support for ALL students' access to project based learning opportunities that include the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts; Support for the ongoing implementation of Linked Learning Career Pathways that connects core curriculum and high wage high need career opportunities in Ventura County to students through project based learning, career technical education coursework, and work based learning opportunities; Provide instructional coaching in core content areas with District level Learning Design Coaches working with site instruction coaches to build instructional capacity through monthly implementation plans for professional learning initiatives.

Original GOAL from prior year LCAP:	Goal #5: Increase the number of students successfully taking AP/IB courses and passing AP/IB tests.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____ 1, 3	
Goal Applies to:		Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS	
		Applicable Pupil Subgroups:	ALL, LI, FY, EL	
Expected Annual Measurable Outcomes:	1-Increase the percent of students in an AP/IB class with a final grade of C or better by 2%. 2-Increase the percent of students passing AP/IB tests with a 3 or better by 2%. 3-Through established data reports on at-risk students, establish baseline of these students participating in district tutoring, test preparation 4-Through established data reports on at-risk students, personally invite parents of these students to parent nights offering support 5-Establish baseline of stakeholders attending PD aligned to AP/IB and working on interventions for students in higher level courses		Actual Annual Measurable Outcomes:	1-The percent of students in AP/IB courses receiving a 'C' or better increased by 1.81% from 90.58% to 92.39% 2-Percent of District students passing AP tests with a 3 or better increased from 50% to 54% 3-Information on participation rates of 'at-risk' students in tutoring and test preparation was not recorded 4-Information on the number of parents of 'at-risk' students individually invited to parent nights was not recorded 5- Teachers attended "PD" for selected AP/IB courses related to project based learning and writing for AP/IB exams; no baseline attendance information was recorded

LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Expand AP/IB programs (PD for teachers, D2L for all AP/IB courses—embedded support, Tutoring—Lang. support, academic/collegiate calendar)	D2L PD for AP/IB Teachers: See goal 2 above	Teachers attended “PD” for selected AP/IB courses related to project based learning and writing for AP/IB exams; no baseline attendance information was recorded	2500	
Scope of service: ACHS, CIHS, HHS, OHS, PHS, RCHS, RMHS		Scope of service: ACHS, CIHS, HHS, OHS, PHS, RCHS, RMHS		
☒ X ALL		☒ X ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
Parent Nights to explain AP/IB Courses & tutoring available, sites to provide personal phone calls and invites to targeted at risk students and provide all information on these events through various modes of communication	Parent Nights to explain AP/IB Courses (announcements, refreshments): \$900	Information was distributed during traditional back to school and open house events on the number of parents of ‘at-risk’ students individually invited to parent nights was not recorded	0	
Scope of service: ACHS, CIHS, HHS, OHS, PHS, RCHS, RMHS		Scope of service: ACHS, CIHS, HHS, OHS, PHS, RCHS, RMHS		
☒ X ALL		☒ X ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		

AP/IB Courses PD for teachers, counselors and Administrators		AP/IB Courses PD for teachers, counselors and Administrator s (staff meetings, staff PD day): See goal 1 above	Teachers attended “PD” for selected AP/IB courses related to project based learning and writing for AP/IB exams; no specific “PD” for AP/IB was offered to counselors and administrators	2500
Scope of service:	ACHS, CIHS, HHS, OHS, PHS, RCHS, RMHS		Scope of service:	ACHS, CIHS, HHS, OHS, PHS, RCHS, RMHS
☒ X ALL			☒ X ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		With a slight increase in access and success in AP/IB programs the District will provide support and professional learning for the Advancement via Individual Determination (AVID) program as one path to access for traditionally underrepresented students. Also, all students will participate in an initial college readiness experience through the PSAT 9 for ALL Grade 9 students and the PSAT to ALL students in Grade 10 and Grade 11 as well as a review of the student results as a College Readiness experience and an indication of AP Potential. We will also provide support and professional learning for the Advanced Placement/International Baccalaureate Program Provide a Counseling and Guidance program that supports enhanced access to Counseling services, college and career readiness, and communication with parents in their home language. We will additionally implement related professional learning to support Counseling and Guidance services for ALL students including English Learners, Foster Youth, and Youth impacted by poverty.		

Original GOAL from prior year LCAP:	Goal # 6: Increase opportunities for parent and family input and meaningful participation.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __ 3, 4, 5, 6
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS	
	Applicable Pupil Subgroups:	ALL, LI, FY, EL	
Expected Annual Measurable Outcomes:	1-The annual district parent survey will demonstrate an increase in self-reported positive school interactions. 2-Site Governance Facilitators will monitor SSC and ELAC meetings to ensure 100% compliance with state/federal laws. 3-Each site will have at least one parent/family member representative at all DELAC, DPAC and Parent Advisory Committee meetings. 4-Each site will have at least one parent/ family member and one student representative at the LCAP Parent and Stakeholder Advisory meetings. 5-Increased modes of parent communication of programs available, parent survey increased in regards to effective communication baseline question		Actual Annual Measurable Outcomes: 1-Parent survey results have not been received, however parents report through District meetings that issues involving interaction with school staff are improving. Parents report a greater need for Bilingual (Spanish speaking) staff to assist parents with understanding and participating in school procedures and activities. 2-Each site is assigned a 'site governance facilitator' to attend site ELAC meetings. 3-DELAC/DPAC meetings do not have representatives from each site. 4-Each site is represented by parents at District LCAP meetings. Students are represented but not from each site. 5-Parent survey results are anticipated from 5200-5500 parents

LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Parent workshops/conferences on parent involvement, College & Career Readiness, the importance of high stakes tests (CAHSEE, CELDT, SBAC, AP Exams), and how to go to college	Parent Liaison: \$85,000 (Federal Funds) Workshops and conferences: \$20,000 (Federal Funds)		Parent Liaison presents the 'Parent Project' workshops; facilitates attendance for parents at the Migrant Family Conference and the I'm Going to College Family Conference; Presents at DELAC/DPAC	\$115000
Scope of service: All Schools			Scope of service: All Schools	
☒ X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Family outreach specialist (classified, 4-6 hrs./month)	Parent Involvement Facilitators (1 per site @ \$1,000): \$8,000		Each site is assigned a 'parent involvement facilitator' to recruit parents to attend site ELAC meetings and District DELAC/ELAC meetings	8000
Scope of service: All Schools			Scope of service: All Schools	
☒ X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Site Governance Facilitators (certificated or classified, 40 hours/year)		Site Governance Facilitator (1/site @ \$1,000): \$8,000 (Federal Restricted Funds)	Each site is assigned a ‘site governance facilitator’ to attend site ELAC meetings.		8000
Scope of service:	All Schools		Scope of service:	All Schools	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Fortify & expand Adult Ed. program: Increase parent graduation rate, study skills, English language skills to help.		OAS English Literacy Skills Classes: \$590,000 (Workforce Innovation & Opportunity Act Grant)	Adult Education Program expansion is ongoing		Anticipated WIOA funding will be confirmed
Scope of service:	OAS		Scope of service:	OAS	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We did not effectively measure parent participation and parent connectedness. Through the activities proposed for 2016-2017, we plan to provide a parent survey that will help us understand the value and participation in parent activities, including but not limited to: Provide regular school/home communication in the appropriate home language and regular updates to student progress on Parent VUE/Student VUE. Provide a parent/student/staff survey to allow for input and feedback into District programs and services Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports an understanding of the requirements for high school graduation as well as UC a-g college entrance requirements, and career education opportunities. Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports the use of educational technology by students and parents as well as the use of Parent VUE. Provide afternoon, evening, and weekend programming for parents in the appropriate home language that allows parents to support their students' academic progress.

Original GOAL from prior year LCAP:	Goal # 7: Ensure all sites have a positive school culture where all stakeholder voices are heard and respected.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify 3, 4, 6
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS	
	Applicable Pupil Subgroups:	All LI, FY, EL, SPED	
Expected Annual Measurable Outcomes:	1-There will be a decrease in inappropriate behaviors as measured by office referrals, suspensions and expulsions. 2-The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year's growth. 3-Chronic absenteeism rates as measured by truancy rates will decrease by 3% at each site. Establish a baseline of data on school culture from results of Healthy Kids Survey 4-In scheduled monthly meetings, training classified run reports on those chronic absent students earlier in the year, so students can be targeted for assistance. 5-In scheduled monthly meetings, training district management meetings, counselor, and teachers on RTI for at-risk students. 6-In scheduled monthly meetings include resources and PD to improve communication of mental/health resources available in the community, PD with chronic absenteeism, etc.		Actual Annual Measurable Outcomes: 1-Discipline incidents increased from 1553 to 1725; Suspensions and expulsions increased 2-ADA at P2 declined by .19% from 94.16% to 93.91% 3-Truancy rate data was not calculated; the CA Healthy Kids survey was given this Spring 2016 4-This work is site dependent and ongoing through site Attendance Advisors; The training is not specific to scheduled monthly meetings and has been more intermittent. 5-No trainings on RTI were held. Training on PBIS is in the planning stages for 16-17 6-Initial information on available mental health resources is being given beginning January 2016 in monthly Mentor Counselor meetings. No specific "PD" has been held.

LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
PD for employees in running reports to determine students at-risk: discipline, grades, attendance. PD on customer service and protocols for working with students, parents and the community to assist in working with students at risk, including RTI, communication of mental/health resources available in the community	PD for employees in customer service and protocols for working with students, parents, and the community (HR student services, parent liaison): see Goal 1 above	Not implemented; No expense or Scope of service	0	
Scope of service: All Schools		Scope of service: n/a		
X_ALL		__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Establish a solutions/concerns Committee	No additional cost.	Not implemented; No expense or Scope of service	0	
Scope of service: All Schools		Scope of service: n/a		
X_ALL		__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Maintain Peer Resource Program		Part of FTE Allocation:	Peer Resource programs are in place at each comprehensive high school		\$140000
Scope of service:	All Schools		Scope of service:	All Schools	
X_ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Link Crew		Program Cost:\$5,000/site	Not implemented; No expense or Scope of service		0
Scope of service:	CIHS, HHS, OHS, PHS, RMHS		Scope of service:	n/a	
X_ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Fencing and Security Cameras		Security Cameras for 2 schools/year (\$50,000/site) : \$100,000	Fencing repaired at PHS; Cameras not implemented		\$15000
Scope of service:	All Schools		Scope of service:	PHS	
X_ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Positive Motivation Strategies (PBIS, Champs, etc.)		Professional Development: See Goal #1 above.	Not implemented; No expense or Scope of service	0
Scope of service:	All Schools		Scope of service:	n/a
X_ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Tardy Sweeps		Tardy sweep software and personnel: \$50,000 (Site allocations of Unrestricted General Funds per SPSA)	Implemented at PHS only; not implemented at HHS	\$25000
Scope of service:	HHS, PHS		Scope of service:	PHS
X_ALL			X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Evening Attendance Callers		Extra hours for personnel to call home: \$15,000 (Site allocations of Federal Restricted Funds per SPSA)	Implemented at Comprehensive High Schools	\$15000
Scope of service:	All Schools		Scope of service:	All comprehensive High Schools
X _ALL			X _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Online Parent Communication Program		HHS	Not implemented; No expense or Scope of service	0
Scope of service:	All Schools		Scope of service:	n/a
X _ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our efforts in goal #7 were rather punitive in nature and mostly ineffective. The actions/services not implemented for Goal #7 were at no cost or were site funded. If site funded those site dollars were redirected for other site programming. For 2016-2017 we will provide professional learning and other supports for the implementation of Positive Behavior Intervention & support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching. The District will provide professional learning and student programs that support cultural proficiency community/school pride, and tolerance of others, as well as providing support for the development and implementation of safe school plans and well maintained facilities. The District will additionally provide a parent/student/staff survey to allow for input and feedback into District programs and services		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5)

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>14,013,950</u>
For the 2016-2017 school year Oxnard Union High School District received 14 Million dollars in Supplemental and Concentration funding to provide direct support to students through highly qualified teachers for English Learners, students who are socio-economically disadvantaged, and Foster Youth. Additionally this funding is designed to increase and improve access to afterschool supplemental tutoring programs, counseling services, critical thinking and problem solving, as well as coursework and programs that facilitate college and career readiness. This effort is supported by the research of Bromberg and Theokas (2013) who state that while gaps between student groups have narrowed over time at the below basic level of performance, gaps at the advanced level have widened . . . Educators seeking to close gaps must raise the bar for all students. With the percentage of unduplicated students in the three subgroups targeted for additional funding nearing 68% of all students in Oxnard Union High School District the focus must remain on students within all levels of performance. Particularly those with literacy needs, challenging living situations, and those who have been historically denied access to college readiness.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a)

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

10.02%	%
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Services provided in the LCAP are principally directed to socio-economically disadvantaged students, foster youth, and English Learners to provide for increased or improved services for these pupils in proportion to the increase in funding provided for these students. Services in this year's LCAP were increased by 10.02%. These services included, but were not limited to: increased access to tutoring, additional counseling services through categorical program counselors, learning design coaches working to improve access to critical thinking and problem solving through coursework, parent and family workshops and conferences, the AVID program, as well as increasing access to the Advanced Placement and IB Program.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]