

# **OUHSD Educational Partners - Looking at the LCAP**

**May 1, 2024**

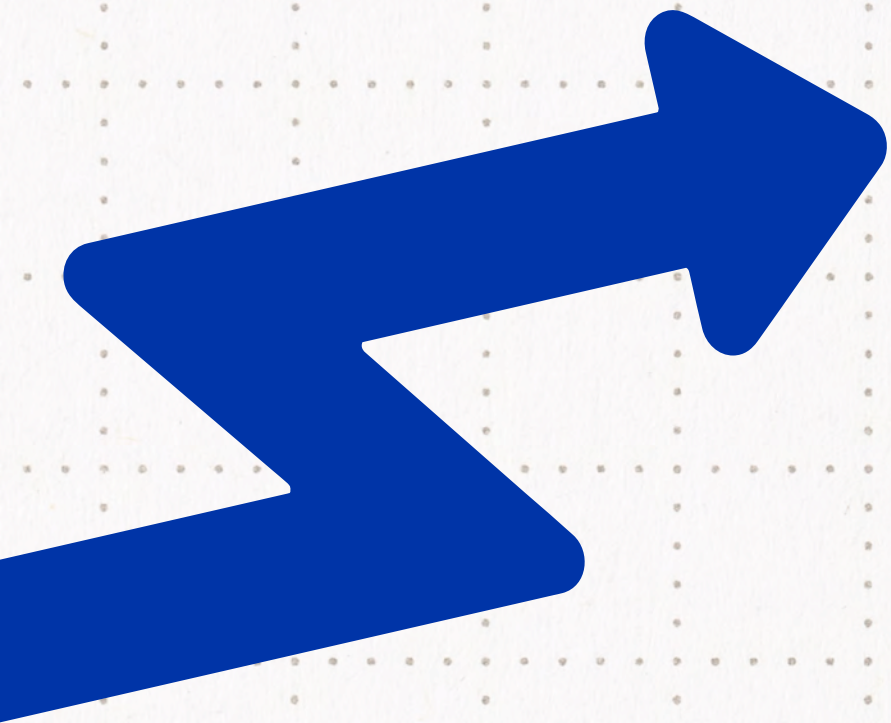


# What we'll learn today

**01** LCAP & Board Goals

**02** Current Goals and Accomplishments

**03** Partner Input



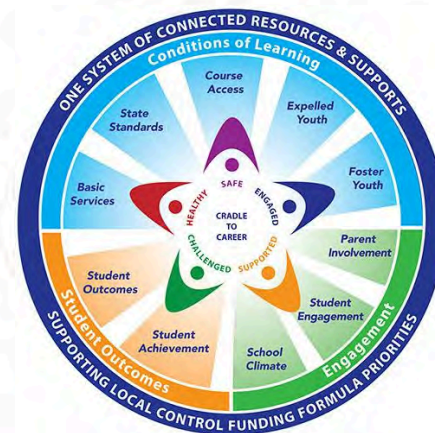
# What is the LCAP



The LCAP is a **three-year plan** that describes the **goals, actions, services,** and **expenditures** to support positive student outcomes that **address state** and **local priorities**. The LCAP provides an opportunity for LEAs to share their stories of how, what, and why programs and services are selected to meet their local needs.

# Foundational Information

## California One System Serving the Whole Child – MUST Address all 28 Indicators aligned to LCFF 8 State Priorities



Conditions for Learning	Engagement	Pupil Outcomes
<p><b>Priority 1: Basic Services</b></p> <ol style="list-style-type: none"> <li>Percentage of properly credentialed teachers</li> <li>Student access to standards-aligned instructional materials</li> <li>Facilities in good repair</li> </ol> <p><b>Priority 2: Implementation of State Standards</b></p> <ol style="list-style-type: none"> <li>Implementation of the academic content and performance standards adopted by the State Board</li> <li>How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</li> </ol> <p><b>Priority 7: Course Access</b></p> <ol style="list-style-type: none"> <li>Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable</li> <li>Programs and services developed and provided to unduplicated pupils</li> <li>Programs and services developed and provided to students with exceptional needs</li> </ol>	<p><b>Priority 3: Parent Involvement</b></p> <ol style="list-style-type: none"> <li>Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</li> <li>How the school district will promote parental participation in programs for unduplicated pupils</li> <li>How the school district will promote parental participation in programs for individuals with exceptional needs</li> </ol> <p><b>Priority 5: Pupil Engagement</b></p> <ol style="list-style-type: none"> <li>School attendance rates</li> <li>Chronic absenteeism rates</li> <li>Middle school dropout rates</li> <li>High school dropout rates</li> <li>High school graduation rates</li> </ol> <p><b>Priority 6: School Climate</b></p> <ol style="list-style-type: none"> <li>Pupil suspension rates</li> <li>Pupil expulsion rates</li> <li>Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness</li> </ol>	<p><b>Priority 4: Pupil Achievement</b></p> <ol style="list-style-type: none"> <li>Statewide assessments (ELA/ELD, Math, and Science)</li> <li>The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University;</li> <li>The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks;</li> <li>Percentage of pupils who have successfully completed A-G and CTE course requirements</li> <li>Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment (e.g. ELPAC)</li> <li>English learner reclassification rate</li> <li>Percentage who pass AP exam with score of 3 or higher</li> <li>Participation and demonstration of college preparedness (e.g, EAP)</li> </ol> <p><b>Priority 8: Other Pupil Outcomes</b></p> <p>Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.</p> <p><u>***Local Measures***</u></p>

# OUHSD Board Goals

01

## INSTRUCTION

Every Student is College Ready, Career Prepared and receives support to meet the High School graduation requirements

02

## SOCIAL EMOTIONAL & WELLNESS SUPPORTS

Every Student receives access to Social Emotional and Wellness supports and services in a healthy teaching and learning environment that celebrates and promotes trusting relationships

03

## EQUITABLE FACILITIES & INFRASTRUCTURE

Every Student learns in a school facility that provides a safe, accessible environment as well as equitable teaching and learning conditions.

04

## COMMUNICATION

Provide timely, linguistically competent, culturally sustaining communication for students, parents, families, staff, and community

05

## BUDGET AND RESERVES

Maintain a balanced budget and increase reserves to prepare for the effects of declining enrollment and infrastructure expenditures in future years

# Where does the LCAP come from?

## Increased or Improved Services

### Local Control Funding Formula & MPP

Local Control Funding Formula (LCFF)			
Per Student Base \$ Grant	Grade Span Adjustments	Supplement Grant: 20% (ELs, FY, LI	Unduplicated pupils > 55% Concentration Grant = 65% (50% +15%)
LCFF BASE		Supplemental & Concentration Funds (aka S & C funds)	

**2024-2025**

**Anticipated LCAP Amount**

**\$45,000,000**

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**What do we spend the money on?**



# Instruction

## LCAP Goal 1:

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



# Accomplishments!

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- An **increase in teacher leadership capacity** by expanding the LIT Coach team and providing funding for professional development opportunities for Instructional Specialists and LIT Coaches.
- Sites across the district saw a **significant increase in English proficiency**. As a result, the number of students reclassified as English Proficient rose significantly.
- An increased number of teachers are attending **professional development opportunities**, both within and outside of the district.
- There has been a rise in the number of teachers who are taking part in the **Lesson Study process**.
- Increased opportunities for **professional learning targeted for English Language Development (ELD) teachers**, along with **programmatic and curricular changes**, are being implemented within the ELD program.
- Specialized programming for our SLIFE (**Students with Limited Informal Formal Education**) at Channel Islands, Del Sol, Hueneme, Oxnard and Pacifica High Schools.
- LSS has offered: **Tutor Me** (on demand tutoring for students); **1:1 Chromebooks** for students; Canvas and Google Classroom; and **Ed Tech Tools** such as Khanmigo, EdPuzzle, Quizlet, No Red Ink.

# Accomplishments!

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- Teachers are enrolling in the OUHSD/CSUCI Bilingual Language Authorization (BLA) program. The BLA allows teachers to use primary language (Spanish) in order to teach content courses.
- Split impacted ELD classes into smaller sections and by English level.
- Increased Graduation rate for English learners went up 10 points, 79.1%
- Educational Excursions and Leadership opportunities for our English learners
- Because of English learner focus groups and other efforts, the students feel part of the school community
- Increased OOCR options for English learners

# Desired outcomes for 2024-25 LCAP cycle

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- Achieve a 20% reclassification rate for English Learners becoming Fluent English Proficient.
- Increase the overall graduation rate to 95%.
- For English Learners, increase the graduation rate to 83% as part of targeted efforts to support this group.
- All students: Increase performance with a goal of 54% meeting or exceeding standards on the SBAC ELA exam.
- All students: Increase performance with a goal of 25% meeting or exceeding standards on the SBAC math exam.
- State Seal of Biliteracy: Increase the number of students earning their high school diploma with the State Seal of Biliteracy to 550.
- ELPAC exam: increase the number of students scoring well developed by 5%.

# LCAP GOAL 2: COLLEGE, CAREER, AND LIFE READINESS:

To build powerful futures for every student, the Oxnard Union High School District will utilize educational partner input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation.



# Accomplishments!

- In 2023, of the 4018 AP exams that were proctored, 45% of students who participated in **AP exams** during 2023 passed.
- The percentage of students enrolled in AP or IB courses increased from 18.5% in 2021 to 19.8% during the 2024 school year.
- The percentage of students taking AP classes and taking at least one AP exams increased from 88% during 2021 to 98% during 2023.
- In 2023, 336 graduating students were recognized as **AP Scholars**.
- The percentage of students earning D's and F's during S1 in 2021 decreased from 21% to 18.8% during S1 2024.
- The target CTE concentrator participation rate was 25%, and the actual CTE concentrator participation rate was 28.5%. The target CTE capstone participation rate was 7%, and the actual CTE participation rate was 13.2%.

# Areas of Growth

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- **Increase percent of students completing FAFSA/CADAA from 75% during 2021 to 67% during 2023.**
- **Increase percent of students meeting A-G requirements from 44% during 2021 to 40.2% during 2023**

# **New LCAP Action Items**

Thank you for the input. Based on survey results, the following actions will be added:

- Increase offerings of A–G informational sessions
- Increase the percentage of students enrolled in AVID elective classes
- Increased the percentage of students completing college classes
- Increase the percentage of students participating in College and Career readiness class
- Increase the percentage of students completing tasks on California Colleges
- Create opportunities for students to complete 12 credits of dual enrollment while attending high school.
- Continued support for Career Technical Education (CTE) staffing and program work-based learning activities



# Multi-Tiered Systems of Intervention & Support

## **LCAP Goal 3:**

To promote both academic and social-emotional learning. To build powerful futures for every student, the Oxnard Union High School District will utilize Educational Partner input to implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.



# Accomplishments!

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- **Robust Wellness Centers** at sites, providing resources and services for all students.
- Establishing **Welcome Centers** at Oxnard and Hueneme High schools.
- Student Voice at Educational Partner Meetings
- **BSU Conference** supporting and connecting BSU students across the district
- **MTSS to aid in building supports and services for all**, the voice of students, parents and staff as identified by Youth Truth Survey, Covitality Survey, and CHKS Survey (Spring 2024)
- **Chronic absenteeism decreased.** 2021-2022 OUHSD Chronic Absenteeism rate = 29.1% as compared to 2022-2023 OUHSD Chronic Absenteeism rate = 27.0%
- Significant **positive impact on instruction with PBIS school-wide.** In SY 2023-2024, PBIS teams completed 173 classroom visits with debriefings and regular job-alikes to share strategies
- **Identification of McKinney-Vento Students** (Experiencing Homelessness). In SY2023-2024, over 1,100+ students have been identified as **eligible for additional support and services...Increased their graduation rate.**
- Student Support Services utilized the **TUPE grant to provide additional support, services and programs** for school sites.
- **Student Voice** welcomed the new **Peace and Respect Committee** as well as the continued support of the Superintendent's Student Advisory Council, Student Trustee to the Board work, and Principals' Advisory Committees
- **Commitment to language sensitivity and support** - interpretation and translation services-added translation services to all board meetings.

# Desired outcomes for 2024-25 LCAP cycle

- Identifying space for a Welcome Center at Channel Islands, Del Sol, Pacifica and Rio Mesa.
- School-wide PBIS continued and expanded
- FYS and MV supports to increase Graduation Rates and Attendance Rates, related SES and academic supports and resources
- CalSAFE continued to support youth to avoid dropout
- Opportunities for student groups (BAA, AFPI, LGBTQIA+, Student Athletes) to connect with peers, gain leadership skills, and internship and mentoring opportunities
- Avenues for increased parent/caregiver input and participation
- Support for Community Schools - planning and implementation grant. SES, physical health, mental health, academic support. Services are geared towards students and families

# Table Discussion

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Thank  
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