



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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# Goals and Actions

## Goal

Goal #	Description
1	Provide equitable educational opportunities for all students

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate for all students (Priority 5 Pupil Engagement)	19-20 Data 89.5% All 60.3% SWD 100% Foster Youth 82.4% EL's 90.4% SED 89.4% LPHS 96.0% OHS 56.3% PHS	2021 Data 83.5% All 68.1% SWD N/A Foster Youth 76.9% EL's 82.0% SED 89.3% LPHS 93.9% OHS 48.6% PHS	2022 Data 87.9% All 77.1% SWD N/A Foster Youth N/A EL's 86.8% SED 90.8% LPHS 93.1% OHS 60.6% PHS	2023 Data 83.1% - All 65.3% - SWD 54.5% - Foster Youth 82.9% - EL 82.9% - SED 86.0% - LPHS 89.7% - OHS 63.5% - PHS	94% All 80% SWD 100% Foster Youth 85% EL's
College/Career Readiness Indicator (Priority 8 College/Career Indicator) for all students deemed "Prepared"	19-20 Data All 26.4 SWD 0% EL 23.5% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%	20-21 Data All 21.0% SWD 0% EL 3.1% African American 1.5% American Indian 5.3% Asian 25.2% Hispanic 16.8% White 48.1% SED 72.5% Homeless 6.9%	2022 Data Not reported for 2022	2023 Data 30.7% - All 21.1% - SWD 18.2% - EL 31.8% - African American 20.4% - American Indian 45.6% - Asian 28.9% - Hispanic 30.1% - White 29.4% - SED 15.1% - Homeless	All >40% SWD >40% EL >40% African American >40% American Indian >40% Asian > 60% Hispanic >40% White >40% SED >40% Homeless >40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students (Priority 5 Pupil Engagement)	18-19 Data All 26% LPHS 21.5% OHS 21.5% CDS 93.9% PHS 86.1% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7%	20-21 Data All 26% LPHS 21.5% OHS 21.5% CDS 93.9% PHS 86.1% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7%	2022 Data All 45.2% LPHS 40.1% OHS 47.1% PHS 93.2% SWD 48.6% Foster Youth 45.7% EL's 30.9% SED 48.6%	2023 Data 25.4% - All 23.5% - LPHS 29.5% - OHS 9.8% - PHS 38.6% - SWD 40.7% - Foster Youth 14.4% - EL 28.8% - SED	All <15% SWD <20% Foster Youth <20% ELs <15%
Student Performance on Advanced Placement Exams (score of "3" or better on all exams taken) (Priority 4 Pupil Achievement)	19-20 Data 68% scored a "3" or better on all exams taken)	20-21 Data OHS-66 students took 122 exams and 30% scored a "3" or better. LPHS-57 students took 96 exams and 32% scored a "3" or better.	2022 Data During the 2021-2022 school year, 129 AP exams were taken. At Las Plumas, 25 (19%) of students scored a "3" or better. At OHS, 15 ((12%) of students scored a "3" or better.	2023 Data During the 2022-2023 school year, 125 AP exams were taken. At Las Plumas, 26 (20.8%) of students scored a "3" or better. At OHS, 11 (8.8%) of students scored a "3" or better. Total of all test that scored a "3" or better was 29.6%	>75% scored a "3" or better on all exams taken)
School Facilities in "Good Repair" per CDE Facility Inspection Tool (FIT) Priority 1 Basic)	Average FIT score for all facilities is 90.28%	Average FIT score for all facilities is 92.07%	Average FIT score for all facilities is 87.25%	Average FIT score for all facilities is 91.82%	>Over 90% average for all facilities
Teachers Fully Credentialed and	100% appropriately credentialed and	100% appropriately credentialed and	100% appropriately credentialed and	100% appropriately credentialed and	100% appropriately credentialed and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned (Priority 1 Basic)	assigned as measured by Williams Act criteria.	assigned as measured by Williams Act criteria.	assigned as measured by Williams Act criteria.	assigned as measured by Williams Act criteria.	assigned as measured by Williams Act criteria.
Standards aligned instructional materials for all students (Priority 1 Basic)	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.	Continue to have all students with standards aligned instructional materials as measured by Williams Act.
Parent engagement and parent input (Priority 3 Parent Involvement)	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 2,041 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices.	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 3,928 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices. Have also held ELAC, DELAC and School Site Council meetings to seek stakeholder input.	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 5,000 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, and Portrait of a Graduate. Have also held ELAC, DELAC and School Site Council meetings to seek stakeholder input.	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 2,051 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, and Portrait of a Graduate. Have also held ELAC, DELAC and School Site Council meetings to seek stakeholder input.	Continue to engage parents and community members in school district by using dialer/community newsletters/social media. The goal is to increase an average of 2,500 views on Community Newsletters. Increase the number of informational meetings via in-person and Zoom to ten yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (Priority 5 Pupil Engagement)	19-20 Data OUHSD: 87.5% LPHS: 94.7% OHS: 92.5% PHS: 75.4%	20-21 Data OUHSD: 91.51% LPHS: 94.8% OHS: 94.04% PHS: 85.70%	2022 Data OUHSD: 85.23% LPHS: 88.08% OHS: 86.62% PHS: 64.62%	2023 Data 90.7% - OUHSD 91.2% - LPHS 89.6% - OHS 95.8% - PHS	OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%
High School Dropout (Priority 5 Pupil Engagement)	19-21 Data OUHSD: 33 LPHS: 7 OHS: 3 CDS: 5 PHS: 18	20-21 Data OUHSD: 54 LPHS: 14 OHS: 5 PHS: 31	2022 Data OUHSD: 42 (.07%) LPHS: 16 (.06%) OHS: 10 (.04%) PHS: 15 (.23%)	2023 Data 2.4% (52 students) - OUHSD 2.1% (25 students) - LPHS 2.6% (22 students) - OHS 6.8% (5 students) - PHS	<10 dropouts district-wide
Implementation of CA state Standards including how EL's will access the CCSS and ELD standards (Priority 2).	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.
% of EL's who progress in English proficiency (Priority 4)	18-19 Data 10.71% (6 students) were Proficient on ELPAC. 58 students were tested.	20-21 Data 14.94% (14 students) were Proficient on ELPAC. 95 students were tested.	2022 Data 16% (15 students) were Proficient on ELPAC. 94 students were tested.	2023 Data 18.5% (25 students) were Proficient on ELPAC. 54.2% of all students are making progress towards proficient.	>20% of ELL's will show improvement on the ELPAC.
Reclassification Rate for English Learners	20-21 Data 11 (15.9%) total for OUHSD	21-22 Data 36 (19.05%) total for OUHSD	2022 Data 24 (26%) total for OUHSD	2023 Data 22.4% (24 students) total for OUHSD	>16% of ELL's will be reclassified

# Goal Analysis

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

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

## 1.1 - TECHNOLOGY REPLACEMENT AND REPAIR:

### Implementation:

The procurement of Chromebooks has been completed, alongside various projects aimed at enhancing connectivity. Substantial progress has been made in equipping classrooms and conference rooms district-wide with interactive boards. Professional development initiatives have been tailored to individual needs, with a focus on onboarding new staff at the commencement of each academic year. Repair services have been streamlined, with students able to request repairs through an electronic referral system, centrally coordinated at the respective school sites.

### Successes:

The IT department is effectively managing the district's technology infrastructure, ensuring timely support. Teachers now possess the necessary technological resources to deliver instruction effectively. Furthermore, educators are integrating innovative and creative technology solutions into their teaching methodologies, enhancing student engagement and mastery of content.

### Challenges:

Given the relatively small size of the IT staff, response times may not always meet expectations. Ensuring accountability for student devices remains an ongoing challenge, with instances of students arriving at school without charged Chromebooks. Limited availability of replacement devices at the sites poses difficulties in meeting students' daily needs.

## 1.2 - PROFESSIONAL DEVELOPMENT FOR ALL STAFF

### Implementation:

The district has facilitated an array of professional development opportunities for staff, including a partnership with PCOE to oversee CR-PBIS implementation. Collaborative efforts at the district level have resulted in the creation of a unified program, focusing on standard alignment and assessment development. UDL coaching has been provided to support both new and experienced teachers, while comprehensive training on the SEL platform, Character Strong, has been delivered to all staff. Additionally, funds have been allocated to enable staff to engage in professional development aligned with their individual growth objectives.

### Successes:

The adoption of PBIS strategies has led to tangible improvements, including a reduction in chronic absenteeism and an increase in attendance rates. Collaborative PLC teams are leveraging data to innovate instructional delivery methods, with initiatives such as "Building Thinking Classrooms" yielding positive outcomes in student engagement and retention. Notably, UDL coaching has resulted in enhanced classroom management and individualized instruction among new teachers. Across OUHSD, there has been a notable increase in student achievement in both Math and English compared to the previous year, as evidenced by data from the California Dashboard.

### Challenges:

Securing substitute teachers remains a challenge, limiting the availability of staff for professional development activities. Furthermore, providing adequate planning and implementation time for staff to integrate new tools and techniques acquired from PD events presents a logistical challenge.

### 1.3 - INTERVENTION FOR 5TH YEAR SENIORS

#### Implementation:

This initiative was not implemented due to the absence of fifth-year seniors returning to the district.

### 1.4 - PURCHASE ASSESSMENT SOFTWARE FOR TARGETED SUPPORT

#### Implementation:

The acquisition of MAP assessment software has facilitated screening for incoming EL students and benchmarking in English and Math classes. While this marks the inaugural year of implementation for the English department, teachers are already utilizing benchmarking data to adjust instructional pacing and inform PLC processes.

#### Successes:

The integration of benchmarking data into instructional planning has proven beneficial, ensuring targeted support for students. Additionally, incoming EL students are being appropriately placed in classes conducive to their success.

#### Challenges:

Staff may encounter a steep learning curve in utilizing the assessment software, and the duration of benchmark assessments poses logistical challenges. While a shorter version exists, some teachers express concerns regarding the depth of insights gained from it.

### 1.5 - MAINTAIN AND EXPAND LIBRARY SERVICES

#### Implementation:

Library services are fully operational at each comprehensive site, available during and after school hours. Despite challenges in filling librarian positions internally, the district has secured services through BCOE to ensure continued library operations.

#### Successes:

Students now enjoy daily access to libraries both during and after school hours.

#### Challenges:

The primary challenge remains the availability of qualified staff to fill essential positions within the library services.

### 1.6 - OUTREACH FOR FOSTER YOUTH BY SOCIAL WORKERS AND BCOE SCHOOL TIES PROGRAM

#### Implementation:

The district has employed two full-time social workers and assigned three Targeted Case Managers to each school site to oversee programs supporting homeless and foster youth. These personnel provide vital resources and support to students and families, with the additional management of Wellness Centers on site.

#### Successes:

The establishment of clothing closets at OHS and LPHS has enhanced support for homeless students while fostering a greater sense of community among all students. Notably, there has been a marked increase in student connectedness as a result of these initiatives.

#### Challenges:

The district faces a significant demand for support services, often exceeding available staff and resources. This imbalance may lead to potential staff burnout and underscores the need for additional resources. Unfortunately, homeless students continue to show slower progress in academic achievement than anticipated. This student demographic remains categorized as 'Low' in academic performance, as indicated on the California Dashboard.



## 1.7 - SOCIAL EMOTIONAL LEARNING

### Implementation:

Originally planned for eight SEL learning periods annually, the district successfully negotiated a weekly SEL period to better address student needs. This implementation includes the integration of the Character Strong curriculum, ensuring all teachers allocate time for SEL activities, resulting in smaller student-to-teacher ratios. Additionally, the district arranged for a guest speaker to address pertinent issues such as bullying and harassment during these sessions.

### Successes:

Feedback from student surveys indicates a positive reception to the increased availability of SEL time. Students value the opportunity to engage in meaningful discussions with both peers and supportive adults on a regular basis. Data from both the California Healthy Kids Survey and the Fundamentals SEL screener indicate a moderate increase, year to year, in students' sense of connection to their school sites within the district.

### Challenges:

Staff buy-in regarding the Character Strong platform varies, posing a challenge to uniform implementation. Some staff members express discomfort with certain topics, feeling less equipped to navigate challenging conversations with students. Addressing these concerns and providing additional support and training may be necessary to ensure the success of the SEL program.

## 1.8 - MATH, ENGLISH, AND POSITIVE BEHAVIOR INTERVENTIONS

### Implementation:

The initiative has been successfully implemented, with each school site assigning a Teacher on Special Assignment (TOSA) to lead the Positive Behavior Interventions and Supports (PBIS) program. These TOSAs are allocated two prep periods to focus on this role.

### Successes:

Notable improvements have been observed in attendance rates, with a significant decrease in chronic absenteeism. Additionally, there has been a decline in the number of suspensions and expulsions.

### Challenges:

Despite progress, challenges persist. The multifaceted responsibilities of the TOSAs present logistical hurdles, particularly in coordinating various activities. A primary challenge remains the capacity of TOSAs to effectively manage their duties. Furthermore, achieving full staff buy-in remains an ongoing obstacle, impeding the pace of implementation.

## 1.9 - TUTORIAL SUPPORT AND PUSH-IN SUPPORT FOR STUDENTS WITH DISABILITIES

### Implementation:

This action has been successfully implemented. Each Special Education Teacher has been paired with a dedicated paraprofessional who provides tutorial support to students in both resource rooms and general education classrooms. Special education teachers customize paraprofessionals' schedules based on students' Individualized Education Programs (IEPs) to address specific needs.

### Successes:

Feedback from students indicates a heightened sense of support within their general education classrooms due to the additional assistance provided.

### Challenges:



Despite efforts, the district continues to face challenges in meeting California Dashboard indicators for students with disabilities. Districtwide, our performance in ELA and Math achievement on state assessments, as well as graduation rates, remains categorized as "Low".

#### 1.10 - DISTRICT ELD COORDINATOR

##### Implementation:

OUHSD has effectively implemented this action item by appointing a Teacher on Special Assignment (TOSA) to oversee the district's English Language Development (ELD) program.

##### Successes:

Under the guidance of the District ELD Coordinator, significant improvements have been achieved. They have revitalized the EL Master Plan, initiated a districtwide Professional Learning Community (PLC) for all ELD teachers, and successfully introduced the Ellevation monitoring platform. These efforts have ensured compliance with California Department of Education (CDE) regulations. Notably, the district has observed a notable increase in student progress, with over 54% of English Learner (EL) students making advancements compared to just over 40% in the previous year.

##### Challenges:

Despite progress, challenges persist, with TOSA capacity remaining a primary concern for the district.

#### 1.11 - SUPPLEMENTAL ENGLISH LANGUAGE DEVELOPMENT SUPPORT CLASSES FOR ALL ELD STUDENTS

##### Implementation:

The implementation of supplemental ELD support classes is fully integrated into the master schedule across all schools within OUHSD. Each program at both LPHS and OHS is equipped with dedicated bilingual paraeducators, who not only assist in the support classes but also provide additional support by integrating into general education classes.

##### Successes:

Steady progress is evident in the number of students reclassifying over recent years. Moreover, there has been a notable increase in the number of students steadily progressing towards proficiency.

##### Challenges:

As the student demographic evolves, the district faces challenges in providing resources for languages not currently supported. Additionally, there is a need to enhance the capacity of general education teachers to incorporate ELD strategies effectively within their classrooms.

#### 1.12 - EXTENDED INSTRUCTIONAL HOURS FROM 15/WEEK TO 30/WEEK AT PROSPECT HIGH SCHOOL

##### Implementation:

OUHSD has successfully extended instructional hours at Prospect High School (PHS), doubling them from 15 to 30 hours per week. Additionally, PHS has revamped its master schedule to incorporate dedicated time for staff collaboration, aimed at enhancing support for student progress towards graduation.

##### Successes:

PHS witnessed a modest 3% increase in its graduation rate during the 2022-23 academic year compared to the previous year. While this progress is encouraging, PHS remains categorized as "Very Low" on the California Dashboard. The extended instructional time has resulted in students completing more credits per learning block than in previous years.

##### Challenges:

Chronic absenteeism poses the greatest challenge for PHS, impacting its efforts to improve student outcomes.

### 1.13 - COLLEGE CONNECTION PROGRAM

#### Implementation:

OUHSD continues to provide the College Connection program to students district-wide, admitting 30 students annually.

#### Successes:

The College Connection program boasts an impressive completion rate, with over 90% of enrolled students successfully earning the maximum available credits. Moreover, all participants accrue credits towards their post-secondary degrees. Recognizing the program's efficacy, the district has successfully secured additional spots for students.

#### Challenges:

Demand for the College Connection program has consistently exceeded available spots in recent years, indicating a need to address capacity constraints to accommodate the growing interest.

### 1.14 - MAINTAIN FACILITIES IN GOOD REPAIR

#### Implementation:

OUHSD remains committed to the ongoing maintenance and upkeep of its facilities.

#### Successes:

The district's dedication to facility maintenance is reflected in consistently high scores exceeding 90% on the CDE Facility Inspection Tool (FIT) year after year. Notable improvements include the renovation of Harrison Stadium with a new track and replacement of aging field turf.

#### Challenges:

Despite these successes, the district faces challenges related to aging facilities and increasing costs associated with repairs and replacements. To address this, there is a growing need for a prioritization system for facilities maintenance. Additionally, staffing issues present hurdles in timely response rates for repairs and improvements.

### 1.15 - TEACHERS AND STAFF ARE APPROPRIATELY ASSIGNED AND CREDENTIALLED

#### Implementation:

OUHSD diligently adheres to the requirements outlined in the Williams Act to ensure that all staff and teachers are appropriately assigned and possess the necessary credentials. The district has established policies that prioritize placing credentialed staff in suitable assignments.

#### Challenges:

Persistent staffing shortages pose an ongoing challenge for the district. To mitigate these shortages and ensure students have access to necessary resources, the district occasionally employs interns or individuals with alternative credentials.

### 1.16 - SUFFICIENT INSTRUCTIONAL MATERIALS

#### Implementation:

Students at OUHSD have access to a comprehensive range of instructional materials, available in both digital and print formats. The district has initiated a systematic process for materials adoption to ensure that curriculum remains current and aligned with evolving educational standards.

#### Challenges:

Keeping pace with changing initiatives and standards presents an ongoing challenge for the district. Moreover, the increasing cost of curriculum replacement adds complexity, making it more challenging to swiftly adapt to new requirements if necessary.

### 1.17 - COLLABORATE WITH BUTTE COLLEGE

#### Implementation:

OUHSD remains dedicated to providing high school students with opportunities to earn college credit. Currently, across the district, (INSERT NUMBER) different dual enrollment opportunities are offered in collaboration with Butte College.

#### Successes:

The district has witnessed a notable increase in student participation in dual enrollment courses, with (INSERT NUMBER) students currently taking advantage of these opportunities. This represents a significant increase compared to previous years.

#### Challenges:

One of the primary challenges is ensuring that the district has staff members who meet Butte College's requirements to offer dual enrollment credits. Additionally, scheduling conflicts between college courses and the high school master schedule pose limitations on student participation in concurrent enrollment, thereby impacting the number of students who can benefit from these opportunities.

### 1.18 - CREDIT RECOVERY AND SUMMER SCHOOL

#### Implementation:

Credit recovery initiatives are currently facilitated through a partnership with our Adult Education program. Additionally, the district offers a summer session for credit recovery, providing students with increased opportunities to recover missed credits.

#### Successes:

Students who participate in these programs successfully recover credits and progress towards graduation.

#### Challenges:

Credit recovery via Oroville Adult Education primarily operates after school hours in an independent study model, which may not cater to the needs of all students, resulting in a lower success rate. Additionally, limitations exist in enrolling students for the summer school session, further restricting access to credit recovery opportunities.

### 1.19 - PROVIDE OUTREACH TO INCOMING 9TH GRADERS

#### Implementation:

Both LPHS and OHS have successfully implemented outreach programs for incoming 9th grade students. Students are invited to participate in campus tours and information sessions, and staff members visit feeder schools to provide guidance on course selection and assist students in completing course requests. Additionally, a comprehensive two-day freshman orientation is conducted on each campus the week before the start of the school year for all incoming students.

#### Successes:

The majority of incoming students actively participate in freshman orientation each year, and feeder schools play a vital role in encouraging student attendance for field trips and tours.

#### Challenges:

Despite efforts, not all students take advantage of these opportunities, resulting in a steeper learning curve for those who do not participate.

### 1.20 - PROVIDE FACILITIES TO THE THE BOYS AND GIRLS CLUB OF THE NORTH VALLEY

#### Implementation:

The Boys and Girls Club operates clubhouses on both the LPHS and OHS campuses, offering a range of services including tutoring, social-emotional learning (SEL) supports, career exploration, and enrichment activities. This partnership is fully implemented.

Successes:

(Student information presented at the board meeting can be added here)

Challenges:

While the partnership is established, full funding for this collaboration remains a challenge. The district supplements the allocation with other funds to sustain the program, but the ongoing availability of these funds is uncertain, potentially impacting the long-term sustainability of the partnership.

#### 1.21 - MAINTAIN AND EXPAND THE INDEPENDENT STUDY PROGRAM

Implementation:

The Independent Study Program, housed within the Center for Independent Study, is fully operational and currently serving over 300 students, reaching maximum capacity.

Successes:

Students enrolled in the program are experiencing success, supported by dedicated staff who provide resources and assistance tailored to individual student needs.

Challenges:

High demand for the Independent Study Program occasionally exceeds our capacity to accommodate all student requests. As a result, the district maintains a wait list to prioritize enrollment when space becomes available.

#### 1.22 - ADDITION OF ONLINE GEOGRAPHY AND INDEPENDENT STUDY PE

Implementation:

This action is partially implemented, with Independent Study PE currently offered at both LPHS and OHS. However, Online Geography is not available due to the determination that Geography does not pose a barrier to accessing elective courses like band and Spanish.

Successes:

The inclusion of Independent Study PE allows students to incorporate Band, Spanish, or other electives into their schedules, promoting equitable access for all students.

Challenges:

Limited space in the Independent Study PE program may pose challenges as student requests could exceed class capacity.

#### 1.23 - ADDITIONAL PATHS TO A DIPLOMA FOR STUDENTS WITH DISABILITIES

Implementation:

The district has diligently reviewed policies and procedures to expand diploma options for students with disabilities, in alignment with the requirements of AB 181. This action has been successfully implemented.

Successes:

Significant progress has been achieved in ensuring that students with disabilities have access to alternative diploma pathways. The district is in the final stages of refining processes related to this initiative.

Challenges:

The primary challenge has been establishing clear minimum standards for coursework to fulfill the requirements of these alternative diploma pathways.

#### 1.24 - ADD ADDITIONAL STAFF TO PROVIDE DIRECT SUPPORT TO STUDENTS

##### Implementation:

This action is partially implemented, with both LPHS and OHS each receiving an additional assistant principal. Furthermore, co-taught courses in Math, English, and Social Sciences are offered at both schools. However, the district has faced challenges in hiring an additional social worker.

##### Successes:

Students enrolled in co-taught classes benefit from a more personalized learning experience. General Education teachers report gaining valuable insights into modifying and accommodating individual student needs.

##### Challenges:

The primary challenge lies in the limited availability of credentialed social workers, resulting in the inability to fill the additional position. Additionally, the capacity of co-taught courses is restricted, limiting access for students who may require this support.

#### 1.25 - REOPEN CDS

##### Implementation:

Community Day School has successfully reopened, with students receiving support from a dedicated teacher, paraprofessional, and universal support staff. They are equipped with the necessary curriculum and supplies for success, marking this action as fully implemented.

##### Successes:

CDS offers a secure and supportive environment where students can thrive, particularly those who may have struggled at their previous school. With a low teacher-to-student ratio, students benefit from a personalized educational experience.

##### Challenges:

The primary challenge has been staffing the teacher position, impacting the seamless operation of the program.

#### 1.26 - ADDITIONAL CUSTODIANS

##### Implementation:

The district has successfully hired a sufficient number of custodians to ensure comprehensive coverage and maintain cleanliness across school sites, marking this action as fully implemented.

##### Challenges:

Despite adequate staffing levels, cleanliness standards remain a challenge, particularly in areas such as bathrooms, as highlighted in LCAP surveys. Multiple survey responses from students and staff have indicated dissatisfaction with the cleanliness of certain school facilities.

#### 1.27 - INDIAN EDUCATION COORDINATOR

##### Implementation:

This action was fully implemented at the start of the 2023-2024 school year. However, during the year, the Indian Education Coordinator resigned, leaving the position vacant. Currently, the position remains unfilled.

##### Successes:

The Indian Education Coordinator played a vital role in fostering strong connections between OUHSD and local Native American tribes.

**Challenges:**

Despite the initial implementation success, the district has faced challenges in filling the vacant Indian Education Coordinator position.

**1.28 - DATAZONE CONTRACT**

**Implementation:**

This action has been successfully implemented, with the district contracting with the Santa Clara Office of Education for the DataZone platform.

**Successes:**

DataZone offers real-time data, empowering district and site leaders to make informed decisions.

**Challenges:**

Despite its successes, one challenge is the occasional unavailability of required data on DataZone. Additionally, the process for making changes to data collection methods within DataZone can be slow, leading to delays.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This section will be completed as budget preparation is completed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

To uphold its commitment to fostering equitable educational opportunities for every student, OUHSD implemented a series of targeted action items. These initiatives were designed to eliminate disparities and enhance access to educational resources across the district. Through diligent efforts, OUHSD sought to ensure that every student, regardless of background or circumstance, had the necessary support and opportunities to thrive academically. The action items encompassed a spectrum of strategies aimed at addressing various aspects of educational equity. This included initiatives to improve access to advanced coursework, provide additional support for students with diverse learning needs, enhance resources for English Language Learners, and promote inclusive practices within the school community. Furthermore, OUHSD prioritized initiatives to address systemic barriers that hindered equitable access to educational opportunities. This involved targeted interventions to mitigate disparities in resources, funding, and support services across different schools and student populations within the district. An in-depth analysis will be conducted to evaluate the efficacy of these action items in achieving their intended outcomes. This assessment will encompass a comprehensive review of quantitative data, qualitative feedback from stakeholders, and/or anecdotal evidence gathered from the implementation process. Through this evaluation, OUHSD aims to identify areas of success, as well as areas for improvement, in its ongoing efforts to promote educational equity and excellence for all students.

**1.1 - TECHNOLOGY REPLACEMENT AND REPAIR**

The primary objective of this action was to ensure universal access to digital curriculum and supplementary materials throughout the entire OUHSD district. Additionally, it aimed to equip educators with technological tools to facilitate diverse instructional approaches tailored to meet

the varying needs of their students. As measured by the metric "Standards Aligned Instructional Materials For All Students," OUHSD has consistently delivered essential instructional materials over the past three years. However, upon reviewing feedback from students and staff, particularly concerning Chromebooks and other technological resources, several challenges have surfaced, necessitating remedial action to enhance the efficacy of this initiative. Staff members have expressed concerns about students' inconsistent adherence to bringing charged Chromebooks to class, exacerbating resource shortages. Additionally, insufficient spare devices exacerbate the issue, hindering effective instruction delivery. Moreover, students have reported complexities in the process of seeking repairs or technical support from the district IT team, resulting in prolonged device downtime lasting several days to even a week. Furthermore, the challenge of limited connectivity in certain geographical areas has been identified as a significant barrier for students, particularly when digital completion of assignments is required. Despite these challenges, it's important to acknowledge the systemic effectiveness of this initiative in initially providing students with equitable educational opportunities. However, proactive measures must be taken to address the identified issues comprehensively, ensuring seamless access to technological resources for all students across the district.

### 1.2 - PROFESSIONAL DEVELOPMENT FOR ALL STAFF

This action aimed to provide comprehensive professional development (PD) opportunities for all staff, addressing the diverse needs of both students and educators. Emphasis was placed on integrating English Language Development (ELD) strategies across all content areas. PD sessions were delivered district-wide, as well as tailored to specific content groups and individual staff members. The effectiveness of this initiative was measured using a range of metrics, including Graduation Rate, Chronic Absenteeism Rate, Student Performance on Advanced Placement Exams, Attendance Rate, High School Dropout Rate, Percentage of English Learners progressing towards English proficiency, and Reclassification Rate for English Learners. Analysis of the provided metrics revealed a nuanced picture of outcomes. While the overall graduation rate experienced a decline from 89.5% in 2019-2020 to 83.1% in 2022-2023, with most student subgroups showing similar declines, there were notable exceptions, such as the steady increase in graduation rates among students at PHS from 56.3% to 63.5% over the same period. Regarding chronic absenteeism, although there was a slight decline from 26% in 2019-2020 to 25.4% in 2022-2023, it marked a significant improvement from the peak rate of 45.2% observed in the 2021-2022 school year. Similarly, while there was a slight increase in student dropout rates from 33 to 52 students, constituting 2.4% of the student population, attention must be paid to sustaining efforts to prevent further increases. A noteworthy success of this action was observed in the English Learner population, with a substantial increase in the percentage of students labeled as "Proficient" on the ELPAC assessment, rising from 10.7% to 18.5% from baseline data in 2018-19 to 2022-2023. Additionally, there was an increase in the reclassification rate for English Learners from 15.9% to 22.4% during the same period. Overall, while this action demonstrated partial effectiveness in terms of student outcomes, it effectively aligned with the overarching goal of providing equitable educational opportunities for all students. To further enhance effectiveness, future PD initiatives should be more precisely targeted based on data collected at various levels, and greater support should be provided for implementation post-PD. Continued focus on PD for ELD strategies holds promise for driving further student progress and achievement.

### 1.3 - INTERVENTION FOR 5TH YEAR SENIORS

Over the past three years, there has been zero utilization of the 5th-year option by any students. Although the intention behind this action aligns with the broader goal of ensuring equitable educational opportunities for all students, OUHSD has decided not to include it for further LCAP consideration. It's important to note that the option remains available to any student who may require it.

### 1.4 - PURCHASE ASSESSMENT SOFTWARE FOR TARGETED SUPPORT



The purpose of implementing the NWEA MAP assessment software was to ensure accurate placement of students in Math and English classes. Additionally, it served as a tool to assess incoming English Learner (EL) students for appropriate placement in English Language Development (ELD) courses and was instrumental in determining if EL students could be reclassified. By aligning students with courses that suit their needs and identifying areas for improvement, this initiative lays a solid foundation for students entering OUHSD, ultimately impacting graduation rates positively. Despite fluctuations in graduation rates over the past three years, analyzing this action also involved evaluating the performance of students on AP exams. While the percentage of students scoring a "3" or higher decreased from 68% to 29.6% between 2019-2020 and 2022-2023, there has been notable progress among EL students, with an increase in English proficiency and a rise in the number of EL students being reclassified. While the direct impact of this action on student outcomes is challenging to quantify, its positive effect on EL students' course placement and progress is evident. Overall, this initiative contributes to fostering equitable educational opportunities for all students, albeit partially achieving its intended goal.

#### 1.5 - MAINTAIN AND EXPAND LIBRARY SERVICES

The primary objective of this initiative is to enhance students' access to the library for their academic requirements. To achieve this, OUHSD not only ensured the availability of current and well-maintained resources but also streamlined management and organization using Follet software. By extending operating hours and ensuring the relevance of materials, students have ample opportunities to utilize the library's resources before and after school, as well as during regular hours. This inclusive approach ensures accessibility for all students, making the implementation of this action highly effective in providing equitable educational opportunities to all students.

#### 1.6 - OUTREACH FOR FOSTER YOUTH BY SOCIAL WORKERS AND BCOE SCHOOL TIES PROGRAM

To assess the impact of these efforts, the district scrutinized Chronic Absenteeism, Attendance, and High School Dropout rates. Chronic absenteeism experienced a notable surge in the 2021-2022 academic year, reaching an overall rate of 45.2%. However, in the subsequent year, the district managed to mitigate this issue, reducing the chronic absenteeism rate to 25.4%. While this represents only a slight improvement from the baseline, it marks a significant leap from the previous year's figures. Furthermore, there has been a commendable uptick in overall attendance rates, climbing from 87.5% in 2019-2020 to 90.7% in 2022-23. Despite these positive trends, it's crucial to note a concerning rise in student dropouts, with the total number escalating from 33 in 2019-2020 to 52 in the 2022-23 academic year. Despite this setback, the overall trend indicates an improvement in attendance behavior. Considering the broader context, this action can be deemed effective and warrants continuation. While challenges remain, the positive strides made in attendance rates coupled with the efforts to address chronic absenteeism signify progress in fostering a supportive and equitable educational environment within OUHSD.

#### 1.7 - SOCIAL EMOTIONAL LEARNING

Initially, OUHSD implemented 8 Social and Emotional Learning (SEL) periods in the bell schedule to address crucial topics such as bullying, harassment, and other social, emotional, and interpersonal needs. Building upon this foundation, the district expanded its SEL initiatives by incorporating dedicated advisory periods three times per month. These sessions aimed not only to impart SEL skills but also to create a safe space for students to engage in meaningful discussions on challenging topics. To evaluate the effectiveness of these interventions, the district examined metrics such as Chronic Absenteeism, Attendance, and High School Dropout rates to gauge improvements in student connectedness. Chronic absenteeism witnessed a notable surge during the 2021-2022 academic year, peaking at an overall rate of 45.2%. However, in the subsequent year, the district successfully mitigated this issue, achieving a reduction in the chronic absenteeism rate to 25.4%. While this improvement may seem incremental, it signifies a significant leap from the previous year's figures. Additionally, there has been a commendable increase in overall attendance rates, rising from 87.5% in 2019-2020 to 90.7% in 2022-23. Despite these positive

trends, it is imperative to acknowledge a troubling rise in student dropouts, with the total number escalating from 33 in 2019-2020 to 52 in the 2022-23 academic year. Nonetheless, the overarching trend indicates progress in attendance behavior. In light of the broader context, these actions can be deemed effective and merit continuation. While challenges persist, the improvements in attendance rates and the concerted efforts to address chronic absenteeism underscore the advancement toward fostering a supportive and equitable educational environment within OUHSD.

#### 1.8 - MATH, ENGLISH, AND POSITIVE BEHAVIOR INTERVENTIONS

TOSAs (Teachers on Special Assignment) were strategically deployed to facilitate the implementation of CR-PBIS (Culturally Responsive Positive Behavioral Interventions and Supports) programming and to diligently monitor California School Dashboard data. Their primary focus was to identify student needs and deliver targeted support to enhance Math and English proficiency scores. According to the school dashboard data, both Math and English scores demonstrated a modest uptick compared to the previous year. Furthermore, there was a notable improvement in the percentage of students classified as "Prepared" based on the College and Career Indicator, rising from 26.4% in 2019-2020 to 30.7% overall in 2022-23. However, it's important to note a concerning decline in the overall graduation rate, which decreased by 6.4% from the baseline to 83.1%. Despite this setback, there have been positive developments in chronic absenteeism rates and attendance rates throughout the LCAP (Local Control and Accountability Plan), indicating an enhanced sense of school connectedness among students. While acknowledging that there is more work to be done, the data suggests that this initiative has had an overall positive impact. Despite the decline in graduation rates, the improvements in Math and English scores, as well as the increased percentage of students deemed "Prepared" for college and career, underscore the effectiveness of this action. Therefore, it is concluded that this initiative has been effective in advancing the educational objectives of the district.

#### 1.9 - TUTORIAL SUPPORT AND PUSH-IN SUPPORT FOR STUDENTS WITH DISABILITIES and 1.23 - ADDITIONAL PATHS TO A DIPLOMA FOR STUDENTS WITH DISABILITIES

These initiatives were specifically targeted towards supporting Students with Disabilities (SWD). OUHSD implemented additional para-educator assistance both within classrooms and in one-on-one settings to ensure that student accommodations and modifications were effectively implemented, thus ensuring that students received the necessary academic support tailored to their individual needs. Furthermore, the introduction of tutorial support classes provided invaluable additional time for students to receive personalized academic assistance across all their subjects. The district also is undergoing a review of district policies and procedures to address the need for additional pathways that students with disabilities can utilize to earn a diploma. This includes greater access to core academic subjects utilizing the supports already mentioned and leveraging other coursework to satisfy graduation requirements. Analysis of graduation rates among SWD students revealed a notable improvement, with rates climbing from 60.3% in 2019-2020 to 65.3% in 2022-23, marking a 5-point increase. Additionally, there was a remarkable surge in College and Career readiness among SWD students, with the percentage of students deemed "Prepared" soaring from 0% in 2019-20 to 21.1% in 2022-23. Based on this compelling data, it is evident that this initiative had a profoundly positive impact on student achievement, effectively providing equitable educational opportunities for SWD students. Therefore, this action is deemed highly effective in fostering inclusive and supportive learning environments within OUHSD.

#### 1.10 - DISTRICT ELD COORDINATOR and 1.11 - SUPPLEMENTAL ENGLISH LANGUAGE DEVELOPMENT SUPPORT CLASSES FOR ALL ELD STUDENTS

Through the implementation of a District English Language Development (ELD) Coordinator role and dedicated ELD courses, OUHSD has witnessed a significant enhancement in overall student proficiency in English language acquisition. Notably, according to our school

dashboard, OUHSD achieved a "Green" or "High" rating on the English Learner Proficiency Indicator, marking a commendable achievement in this domain. Furthermore, our district has experienced substantial growth in the number of students demonstrating progress towards English proficiency, with an impressive over 8.5% increase observed from 2018-19 to 2022-23. Additionally, our reclassification rate has notably improved, rising to 22.4% in 2022-23 from 15.9% in 2020-21. This noteworthy progress can be attributed largely to the dedicated efforts of our district ELD team. The District Coordinator plays a pivotal role in ensuring district-wide compliance with ELD standards and meticulously monitors student data to provide targeted support and intervention. Moreover, leading a district ELD Professional Learning Community (PLC) group, they actively analyze data to identify student needs and spearhead intervention strategies. This multifaceted approach has proven highly effective in providing English Learner students with equitable educational opportunities, ensuring that they receive the necessary support to thrive academically within OUHSD.

#### 1.12 - EXTENDED INSTRUCTIONAL HOURS AT PROSPECT HIGH SCHOOL

OUHSD implemented extended instructional hours at Prospect High School with the aim of providing students with increased opportunities to earn credits towards graduation and to facilitate timely graduation. The impact of this initiative is evident in the notable improvement observed in the graduation rate at PHS, which rose from 56.3% in the baseline year of 2019-20 to 63.5% in 2022-23. Moreover, there has been a striking reduction in chronic absenteeism rates at PHS, plummeting from 86.1% in 2018-19 to 38.6% in 2022-23. These compelling data points serve as a testament to the efficacy of this action in enhancing student outcomes. By providing extended instructional hours, OUHSD effectively created more equitable educational opportunities for the students of Prospect High School, ensuring that they have the support and resources needed to succeed academically and graduate on time.

#### 1.13 - COLLEGE CONNECTION PROGRAM and 1.17 - COLLABORATE WITH BUTTE COLLEGE

The implementation of the College Connection Program aimed to offer seniors a unique opportunity to complete their final year of high school by enrolling full-time at Butte College. This innovative initiative enables students to concurrently earn credits toward both high school graduation requirements and AA/AS degrees or prepare for transfer to a four-year university. Notably, the program boasts a remarkable 100% on-time graduation rate among participating students. Furthermore, through a fruitful partnership with Butte College, OUHSD extends opportunities for Dual Enrollment credit, allowing students to earn college credits under the guidance of our own teachers on our campuses. This collaboration has resulted in a notable uptick in enrollment in courses offering dual enrollment over the past few years. While the district's overall graduation rate experienced a decline since the baseline year, there has been a notable increase in the percentage of students deemed "Prepared" according to the College and Career Indicator, with 30.7% of students achieving this designation, up from 26.4% in 2019-20. While it's challenging to directly attribute student achievement solely to these programs, it's essential to acknowledge their inclusive nature, as they are open to all students. Therefore, in terms of achieving the overarching goal of providing equitable educational opportunities to all students, these actions are considered highly effective.

#### 1.14 - MAINTAIN FACILITIES IN GOOD REPAIR and 1.26 - ADDITIONAL CUSTODIANS

OUHSD employs the California Department of Education (CDE) approved Facility Inspection Tool (FIT) to meticulously assess the condition of facilities district-wide. Any identified repairs or issues outlined in the FIT reports are promptly addressed to uphold safety standards and preserve the integrity of our facilities. Over time, the district has witnessed a commendable improvement in FIT scores, rising from 90.28% in 2019-20 to 91.82% in 2022-23. This upward trend underscores our commitment to maintaining facilities in good repair, ultimately contributing to the equitable access to educational opportunities for all students throughout the district. By ensuring that our facilities are safe and well-

maintained, this action serves as an effective means of fostering an environment conducive to learning and supporting the diverse needs of our student population.

#### 1.15 - TEACHERS AND STAFF ARE APPROPRIATELY ASSIGNED AND CREDENTIALLED

The district proudly maintains a workforce where 100% of teachers and staff possess the requisite credentials and are thoughtfully assigned to their respective roles. This diligent approach ensures that qualified and competent professionals are consistently present to guide and support our students, thereby fostering equitable access to educational opportunities across the board. By prioritizing the deployment of appropriately credentialed and assigned staff, the district demonstrates its unwavering commitment to delivering high-quality education to every student. Consequently, this action is unequivocally recognized as effective in advancing our mission of providing equitable educational opportunities for all.

#### 1.16 - SUFFICIENT INSTRUCTIONAL MATERIALS

All instructional materials utilized throughout the district adhere strictly to the standards mandated by the California Department of Education. Additionally, in accordance with the Williams Act requirements, every student is ensured access to an ample supply of instructional materials. This steadfast commitment to compliance not only upholds the integrity of our educational offerings but also ensures that all students, regardless of background or circumstance, have equitable access to the resources necessary for their academic success. By rigorously adhering to these standards and provisions, this action serves as a cornerstone in our efforts to provide every student with the equitable educational opportunities they deserve.

#### 1.18 - CREDIT RECOVERY AND SUMMER SCHOOL

Currently, OUHSD provides opportunities for credit recovery through its summer credit recovery session, which is open to all students in need of credit retrieval. Additionally, the Adult Education program offers credit recovery options, allowing students to engage in independent learning platforms throughout the school year. However, despite these efforts, the effectiveness of this action has not met our expectations. Graduation rates have experienced a slight decline compared to baseline data, and the number of students successfully completing credit recovery opportunities has remained at 50% or lower over the past few years. It's evident that a more focused approach is necessary to address these challenges. To enhance the effectiveness of our credit recovery initiatives, the district will implement a targeted strategy. Beginning with the 2024-25 school year, credit recovery sections will be integrated into the master schedule, providing students with structured and accessible opportunities to recover credits. This proactive approach aims to bolster student success and ensure that all students have the support they need to thrive academically.

#### 1.19 - PROVIDE OUTREACH TO INCOMING 9TH GRADE STUDENTS

The primary goal of this initiative was to introduce incoming 9th-grade students to OUHSD campuses and staff, fostering a sense of familiarity and comfort. Feedback from participating students indicated that they felt more at ease when starting school compared to those who did not attend these events. While these events undoubtedly had a positive impact on students' initial school experiences, it's important to note that the data cannot directly correlate with changes in attendance rates, graduation rates, or student achievement data. Considering these factors, it may be more appropriate to align this action under a different goal in future LCAP considerations. This strategic shift will allow for a more targeted approach in addressing specific objectives while ensuring that resources are effectively allocated to initiatives that directly impact student outcomes.

#### 1.20 - PROVIDE FACILITIES TO THE BOYS AND GIRLS CLUB OF THE NORTH VALLEY

The Boys and Girls Club offers a secure environment where students receive academic support, engage in social activities, and benefit from adult guidance. OUHSD generously provides facilities to the Boys and Girls Club to facilitate these essential services. As previously mentioned, OUHSD has observed a reduction in Chronic Absenteeism and an uptick in overall attendance rates, indicative of heightened student engagement compared to baseline years. While establishing a direct causal link between this action and outcomes can be challenging, it undoubtedly plays a contributory role. Moreover, the Boys and Girls Club has experienced a surge in enrollment over the past few years, underscoring its increasing relevance and effectiveness in serving our student community. Additionally, the club's staff members play pivotal roles as integral members of our attendance teams, offering invaluable support to students facing attendance challenges. Given these compelling factors, it is evident that this action item effectively promotes equitable access to educational opportunities for all students within OUHSD.

#### 1.21 - MAINTAIN AND EXPAND THE INDEPENDENT STUDY PROGRAM

The objective of this action was to broaden student opportunities by offering participation in an alternative setting, fostering a more individualized approach towards graduation. Despite a decline in the district graduation rate to 83.1% in 2022-23 from the baseline of 89.5% in 2019-20, it's essential to acknowledge the value of this alternative setting. While the action may not have initially impacted the graduation rate positively, student feedback underscores the significance of providing access to this alternative option. Many students rely on this setting due to various reasons, including medical, social-emotional, or family needs. Although the action hasn't directly influenced the graduation rate, it has effectively fulfilled its goal of ensuring equitable access to educational opportunities for these students. By offering a tailored approach that accommodates diverse needs, the district remains committed to supporting every student's journey towards academic success.

#### 1.22 - ADDITION OF ONLINE GEOGRAPHY AND INDEPENDENT STUDY PE

The overarching goal of this initiative was to create opportunities for students to adjust their schedules, thereby gaining access to CTE courses, foreign languages, Band, and other elective classes that might otherwise be unavailable due to scheduling constraints. Despite the challenge of a declining graduation rate, this action has effectively ensured equitable access to educational opportunities, particularly among our English Learner (EL) students. By providing the option of Independent Study PE, students can better accommodate the scheduling demands of their English Language Development (ELD) classes while still accessing elective courses. This flexibility has proven beneficial, resulting in an increase in the number of EL students progressing towards English proficiency and reclassification. It's worth noting that although Independent Study PE has consistently reached capacity each semester, there has been limited uptake of the Online Geography option. This discrepancy can be attributed in part to staffing constraints, which prevented the offering of Online Geography due to resource limitations. Consequently, Online Geography will be omitted from future actions to ensure resources are allocated more effectively. In conclusion, while this action has not directly impacted the graduation rate, it has successfully delivered on its objective of providing equitable access to educational opportunities, particularly for EL students. Moving forward, continued efforts to enhance flexibility and resource allocation will further support student success and academic achievement.

#### 1.24 - ADD ADDITIONAL STAFF TO PROVIDE DIRECT STUDENT SUPPORT

OUHSD has augmented its staffing to provide direct assistance to students, aiming to address both academic challenges and social-emotional difficulties. With increased staff resources, the district is better equipped to implement tailored supports and interventions as needed, ensuring that students receive the assistance required to thrive academically and emotionally. Although the district experienced a



decline in the graduation rate, there have been notable improvements in overall attendance rates and a reduction in Chronic Absenteeism. While tangible academic improvements are still pending, the uptick in school attendance suggests a heightened sense of connectedness among students to their school community. By attending school more regularly, students gain increased access to educational opportunities and social-emotional support. This action is deemed effective in providing equitable opportunities for all students, as the additional staff members are dedicated to supporting the diverse needs of every student within the district.

#### 1.25 - REOPEN CDS

The reopening of Community Day School by OUHSD has introduced another alternative setting tailored for students who may not thrive in traditional school environments. This initiative not only offers a supportive environment for students facing behavioral challenges but also provides them with opportunities to learn in a smaller, more conducive setting. While students typically spend only a semester or two at CDS, their time there may not directly influence traditional student achievement data. Nonetheless, this action plays a crucial role in ensuring equitable educational opportunities for all students, regardless of their learning or behavioral difficulties. By offering an alternative learning environment that caters to the diverse needs of students, OUHSD demonstrates its commitment to providing every student with the opportunity to succeed academically and thrive personally. This initiative reflects the district's dedication to fostering inclusivity and supporting students along their educational journey.

#### 1.27 - INDIAN EDUCATION COORDINATOR

This action involved the partial funding of a District Indian Education Coordinator, tasked with serving as a vital link between our local tribes and OUHSD. This coordinator worked closely with students and families to assess their needs and collaborated with the district to devise tailored support strategies for our American Indian students. Data from the California Dashboard reveals notable improvements among our American Indian population, with increases in English Language Arts and Math scores reaching 27.9 and 23.1, respectively. Moreover, the graduation rate witnessed a commendable rise of 1.3% and was rated as "Green or High." However, there is a concerning uptick of 3.4% in the suspension rate within this population group. Despite this challenge, the presence of a dedicated liaison between the school and families has proven instrumental in achieving positive outcomes for our American Indian students. By ensuring effective communication and targeted support, the district has successfully met the needs of this population, leading to improved academic performance and increased graduation rates. Overall, this action has been highly effective in fostering equitable educational opportunities for all students, exemplifying the district's commitment to serving diverse student populations and promoting academic success for every individual.

#### 1.28 - DATAZONE CONTRACT

While DataZone may not directly influence student actions, it serves as a crucial tool for informing staff decision-making processes. Through this data clearinghouse, administrators, teachers, and other staff members can effectively identify areas of student need and implement targeted supports and interventions accordingly. DataZone plays a pivotal role as a foundational resource, guiding the implementation of various actions outlined in this LCAP. Although there may not be a direct causal link between DataZone and student outcomes, its utilization provides the necessary tools for making informed decisions based on student needs. By leveraging the insights gleaned from DataZone, staff members are empowered to adopt a proactive approach to address student needs and promote equitable educational opportunities for all students. In summary, the integration of DataZone into our decision-making processes has proven effective in supporting our overarching goal of providing equitable educational opportunities for every student within OUHSD.

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

While the overarching theme of this goal remains consistent, there will be a heightened emphasis on student mastery in core content and skill acquisition, aligning more closely with our Portrait of a Graduate framework and promoting its values. To enhance the effectiveness of this goal, we have incorporated metrics associated with academic achievement, focusing on English Language Arts and Math student outcomes, and have expanded the analysis to include all student subgroups for a more comprehensive understanding.

To establish clear and measurable outcomes, we have utilized the 5x5 charts from the California Dashboard to calculate annual growth targets, aiming to elevate the district to a maintenance level of "Green or High" by 2030. This approach ensures a systematic and sustainable path for growth over time.

In our effort to refine the alignment between actions and goals, we have identified specific actions better suited for other goals and have made adjustments accordingly. Actions such as 1.7, 1.12, 1.13, 1.17, and 1.19 have been realigned, while Action 1.3 will be omitted from future iterations of the LCAP due to limited utility. Action 1.2 will undergo revision to provide more targeted professional development opportunities focusing on PLC, ELD integration, PBIS, and content-driven initiatives.

Moreover, Action 1.7 has been updated to reflect the implementation of weekly SEL advisory sessions, enhancing social-emotional learning opportunities for students. Additionally, Action 1.22 will be amended to reflect the discontinuation of Online Geography due to staffing concerns and lack of student interest.

All other actions will retain their original intent, with further clarification provided to delineate the specific requirements and expected outcomes associated with each action. These refinements will ensure that our efforts remain aligned with our overarching goals and facilitate meaningful progress towards promoting equitable educational opportunities for all students within OUHSD.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
2	Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey question on school being a supportive and inviting place for students to learn). (Priority 6 School Climate)	71% agree (720 students) (17/18 data)(9th graders and 11th graders took the survey)	CHKS survey was administered to students grades 9-12. 1,143 students took the survey and 26% of respondents agreed school was supportive and an inviting place for students to learn.	CHKS survey was administered to students grades 9-12. 731 students took the survey and 40% of respondents agreed felt they were part of the school.	CHKS survey was administered to students grades 9-12. 1429 students took the survey and 41% of respondents agreed felt they were part of the school.	85% agree
Implementation of PBIS (Priority 6 School Climate)	Implementation of PBIS 19-20	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).	Full implementation of PBIS all schools.
Suspension Rate (Priority 6 School Climate)	19-20 Data OUHSD 8.7% LPHS 7.1% OHS 8.1% PHS 18.0% CDS 29.0%	20-21 Data OUHSD .1% LPHS .1% OHS .2% PHS 0%	2022 Data OUHSD 5.5% LPHS 3.6% OHS 6.9% PHS 11.7%	2023 Data 6.1% - OUHSD 4.9% - LPHS 6.8% - OHS 7.9% - PHS	<2% for all students and SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate (Priority 6 School Climate)	All .25%	All 0 for 20-21	All 6 (.24%)for 21-22 LPHS 1 (.07%) OHS 4 (.38%) PHS 1 (.53%)	2023 Data .93% (20 students) - OUHSD .92% (11 students) - LPHS .94% (8 students) - OHS 1.4% (1 student) - PHS	.25% for all students

## Goal Analysis

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

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

### 2.1 - MONITOR FOR IMPLEMENTATION OF CR-PBIS

#### Implementation:

OUHSD has engaged Dr. Ramiro Rubalcaba as our independent monitor to facilitate the DOJ stipulated agreement and support the implementation of CR-PBIS. This initiative has been successfully executed.

#### Successes:

Dr. Rubalcaba's expertise has significantly contributed to fulfilling the DOJ stipulated agreement requirements. His collaboration with our site PBIS teams has ensured a smooth implementation process and visible progress.

#### Challenges:

No challenges have been encountered in executing this action.

### 2.2 - SOCIAL, EMOTIONAL, AND HEALTH SUPPORTS

#### Implementation:

This action has been successfully executed, with the district now equipped with a comprehensive team comprising 4 Psychologists, 2 Social Workers, an RN, an LPN, and a Speech Pathologist.

#### Successes:

We've achieved significant milestones in bolstering our support system. Notably, the addition of a full-time speech pathologist has enabled personalized, in-person support for our students. Moreover, securing a dedicated RN to oversee our district's nursing responsibilities marks another success. The compassionate and knowledgeable presence of our Social Workers has been instrumental in addressing the social and

emotional needs of our students. Encouragingly, data from the California Healthy Kids Survey reflects an increase in the percentage of students—rising from 26% to 41%—who perceive our schools as safe and welcoming environments for learning.

Challenges:

Successfully filling all positions this year marks a significant achievement, underscoring our dedication to providing robust support. However, the persistent challenge of sourcing qualified and credentialed individuals remains paramount. Addressing the scarcity of such professionals continues to be the greatest obstacle in implementing this action.

### 2.3 - SCHOOL RESOURCE OFFICER / DEPUTY AND CAMPUS SECURITY

Implementation:

This action has been successfully implemented, ensuring that all sites have access to either an Oroville Police Department SRO or a Butte County Sheriff SRD.

Successes:

The presence of School Resource Officers/Deputies on our campuses has played a pivotal role in fostering a sense of safety and inclusivity among our students.

Challenges:

Despite the successful implementation, challenges persist. Staffing shortages within the police agencies often necessitate the SROs and SRDs to be diverted to assist other officers or deputies with community calls and needs, impacting their availability on campus.

### 2.4 - TARGETED CASE MANAGER / FAMILY LIAISON

Implementation:

Targeted Case Managers (TCMs) have been strategically placed at each of our school sites. Collaborating closely with our Social Workers, they offer comprehensive support, addressing social, emotional, and academic needs. Their duties include working closely with families and conducting home visits when necessary.

Successes:

The impact of our TCMs is evident in the strengthened bonds they've forged with students, resulting in a heightened sense of support and safety within our school sites. Their dedicated efforts have notably increased the number of students who feel a strong connection to their school, as previously documented.

Challenges:

Despite the presence of TCMs, the considerable number of students in need across OUHSD presents an ongoing challenge. This high demand often stretches the capacity of TCMs to its limit, affecting the timeliness of support services.

### 2.5 - EXTRA CURRICULAR AND CO-CURRICULAR OPPORTUNITIES

Implementation:

Both LPHS and OHS have successfully implemented a range of clubs, athletics, and other activities, providing students with ample opportunities for engagement. This action is now fully realized.

Successes:

The provision of athletics, clubs, and activities has yielded notable improvements. These opportunities not only foster a sense of connection to the school but also serve as incentives for students to maintain eligibility. As evidenced by the data, the attendance rate has surged to over

90%, up from 85%, while chronic absenteeism has declined significantly from 45% to just over 25%. These positive trends indicate heightened student engagement and a stronger desire to excel academically.

#### Challenges:

Despite the successes, challenges persist, particularly regarding participation rates. Limited space within programs and a potential lack of offerings aligned with student interests may contribute to this issue. Addressing these challenges will be crucial to ensuring that all students have access to enriching extracurricular and co-curricular experiences.

## 2.6 - HOME TO SCHOOL TRANSPORTATION

#### Implementation:

OUHSD has successfully implemented a home-to-school transportation service for students residing beyond a 2-mile radius from their respective schools. This action has been fully realized.

#### Successes:

The provision of home-to-school transportation has played a significant role in the observed improvements in attendance and reduction in chronic absenteeism rates, as previously highlighted.

#### Challenges:

Despite the successful implementation, challenges persist due to a shortage of drivers. Consequently, the service is currently limited to students residing outside the 2-mile radius. However, this limitation could still pose a barrier to regular attendance for some students. Addressing this shortage of drivers will be essential to ensure equitable access to transportation for all students.

## 2.7 - INCENTIVES

#### Implementation:

This action has been successfully executed, with all school sites receiving allocated funds for student incentives related to attendance and positive behavior. Each site designs and implements specific opportunities for students to earn these incentives, which may target areas such as tardiness, attendance, or other behavioral goals identified by the school.

#### Successes:

The implementation of incentive programs has contributed to a greater sense of school connectedness among students, as highlighted in both the California Healthy Kids Survey results and the notable reductions in chronic absenteeism and increases in attendance rates, as previously mentioned.

#### Challenges:

While incentive programs have proven effective, the allocated funds can only stretch so far. School sites have expressed a need for additional financial support to enhance and expand their incentive offerings, indicating a desire to further incentivize positive student behavior and engagement. Addressing this request for increased financial support will be crucial to sustaining and optimizing the impact of incentive programs across all school sites.

## 2.8 - SCHOOL ATTENDANCE AND ACHIEVEMENT REVIEW TEAM

#### Implementation:

OUHSD conducts monthly School Attendance and Achievement Review (SAART) team meetings, aiming to address low attendance rates. These meetings extend invitations to both students and parents/guardians. The team comprises school personnel and community representatives, including members from organizations such as the Boys and Girls Club.

#### Successes:

The SAART team meetings have yielded predominantly positive outcomes, with students receiving additional support and opportunities to enhance both their attendance and academic performance.

#### Challenges:

One notable challenge faced by the SAAR team is its limited capacity, which hampers its ability to meet with all students in need of attendance support. Consequently, there's a necessity for sites to prioritize invitations to these meetings, which may inadvertently exclude some students who could benefit from the additional support offered. Addressing this capacity constraint will be essential in ensuring equitable access to attendance support services for all students.

### 2.9 - PROVIDE NUTRITIOUS MEALS

#### Implementation:

OUHSD ensures that all students have access to nutritious meals. This action has been successfully implemented across the district.

#### Successes:

The Nutrition Services department has demonstrated ingenuity in providing appealing and nutritious food options that meet students' preferences. Their efforts have resulted in the provision of meals that are both wholesome and enjoyable for students.

#### Challenges:

Despite the successes, budget constraints and adherence to nutritional guidelines present challenges. These constraints limit the schools' ability to offer a diverse range of meal options, impacting the variety of choices available to students. Balancing nutritional requirements with budgetary limitations remains a challenge for the district.

### 2.10 - PARENT AND FAMILY ENGAGEMENT

#### Implementation:

OUHSD has successfully implemented initiatives to enhance parent and family engagement, though continuous improvement remains a priority. The district has collaborated with a PR firm to develop informative newsletters and engaging social media content tailored for students, parents, and families.

#### Successes:

Significant strides have been made in promoting parent and family engagement. The monthly newsletters have garnered over 2000 views, and our social media posts have attracted substantial attention. Valuable feedback from parents has been gathered through various channels such as ELAC/DELAC meetings and LCAP listening sessions. Additionally, parents and families have actively participated in district surveys, contributing to our ongoing improvement efforts.

#### Challenges:

Despite these achievements, the level of parent and family engagement remains below the desired threshold, particularly among minority populations. Addressing this disparity and increasing overall engagement levels remain significant challenges for the district. Continued efforts are needed to ensure that all families feel welcomed, valued, and actively involved in their children's education.

### 2.11 - PARENT INVOLVMENT

#### Implementation:

OUHSD has adopted ParentSquare as the district-wide communication platform, facilitating seamless communication between schools, parents, and families.

Successes:

As mentioned previously, successes have been noted in utilizing ParentSquare for district-wide communication.

Challenges:

While ParentSquare is effectively utilized at both the site and district levels, its potential remains underutilized at the teacher level. Limited adoption among teachers as a communication tool between them and parents/families poses a notable challenge. Encouraging and supporting teachers to integrate ParentSquare into their communication practices can enhance parental involvement and foster stronger home-school partnerships.

2.12 - ATHLETIC TRAINERS

Implementation:

OUHSD has formed a partnership with Peak Performance Athletic Training to deliver comprehensive athletic training services to our student athletes.

Successes:

Our student athletes have experienced the advantages of prompt and expert care during athletic competitions, thanks to the services provided by Peak Performance. Additionally, the district has collaborated with Peak Performance to establish an internship program, enabling OUHSD students to gain practical experience in athletic training through hands-on practice.

Challenges:

Remarkably, there have been no significant challenges reported in the implementation of this action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This section will be completed as budget preparation is completed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 - MONITOR FOR IMPLEMENTATION OF CR-PBIS and 2.7 - INCENTIVES

Due to a Department of Justice stipulated agreement, OUHSD is required to provide an independent monitor to oversee the implementation of CR-PBIS. This monitor has been instrumental in furnishing district and site staff with resources and training to support implementation efforts. CR-PBIS serves as a framework designed to cultivate a positive school culture and climate, fostering a safe and predictable environment conducive to student learning. Additionally, the district has encouraged the use of incentives to provide a carrot for students to follow to enhance the desire for following expectations. While the district is diligently working towards full implementation, with particular focus on tier 2 and 3 interventions and supports, it's important to recognize the impact of external factors such as the COVID-19 shutdowns. Prior to these disruptions, only 26% of students perceived OUHSD as a safe, supportive, and inviting learning environment. However, by 2022-23, as evidenced by the California Healthy Kids Survey, this figure had increased to 41%, indicating progress in creating a more supportive and nurturing school atmosphere. Furthermore, it's noteworthy that student suspension rates have declined from 8.7% in 2019-20

to 6.1% in 2022-23, reflecting positive changes in disciplinary practices. In light of these developments and the ongoing advancement of CR-PBIS implementation, it's evident that this action has effectively contributed to fostering a safe and nurturing school environment within OUHSD. Through continued collaboration and dedication, the district remains committed to promoting student well-being and creating an inclusive environment where all students can thrive.

## 2.2 - SOCIAL, EMOTIONAL, AND HEALTH SUPPORTS

Through the addition of extra social workers, nurses, psychologists, and a speech therapist to our staff, the district has proactively addressed barriers that may impede student learning. This expanded team not only attends to academic requirements but also offers vital support for social-emotional and medical needs, ensuring a holistic approach to student well-being. As highlighted earlier, there has been a notable surge in the number of students perceiving OUHSD schools as safe, inviting, and supportive, alongside a decline in suspension rates. These positive outcomes can be attributed to the fulfillment of various student needs, resulting in a more stable and predictable learning environment. As a result, this action is unequivocally effective in advancing the district's commitment to fostering a safe and nurturing educational environment for students. Through continued investment in support staff and resources, OUHSD reaffirms its dedication to promoting student success and well-being.

## 2.3 - SCHOOL RESOURCE OFFICER/DEPUTY AND CAMPUS SECURITY

School Resource Officers and Deputies were engaged to enhance the safety and security measures for our students, serving as an additional safeguard against external threats and swiftly addressing any serious issues on campus. Beyond their role in maintaining physical security, these officers and deputies also prioritize building positive relationships with students and staff, thereby becoming trusted and caring adults whom students can rely on for support. This commitment to fostering positive relationships is evident in the substantial increase in the percentage of students who perceive OUHSD campuses as more inviting, supportive, and safe. Over the span of two years, this percentage nearly doubled, underscoring the tangible impact of these officers and deputies on campus culture. As a result, this action is unequivocally effective in contributing to the creation of a safe and nurturing educational environment for students. By prioritizing both physical security and relational support, OUHSD reaffirms its dedication to ensuring the well-being and success of every student within its community.

## 2.4 - TARGETED CASE MANAGER/FAMILY LIAISON

Targeted Case Managers (TCMs) serve as the frontline advocates, delivering tailored support to individual students and acting as essential liaisons between schools and families. In addition to their pivotal role in providing personalized assistance, TCMs oversee the operation of our student wellness centers, which serve as safe havens where students can seek support during times of crisis. TCMs also conduct home visits and collaborate closely with families to ensure their needs are addressed, particularly for our homeless and foster students. The impact of TCMs is evident in the positive shifts observed within our school community. Following the challenges of the COVID-19 pandemic, there has been a notable improvement, with 41% of students expressing that OUHSD campuses are now perceived as safe, inviting, and supportive. Furthermore, student suspensions have decreased compared to baseline data, indicating a more positive disciplinary climate. Although there has been a slight uptick in expulsions, the impact remains minimal. Feedback gathered from student, staff, and parent surveys underscores the invaluable role of TCMs in providing the support necessary for student success. Their dedication and proactive approach have been instrumental in driving efforts to enhance and cultivate a safe and nurturing educational environment for our students.

## 2.5 - EXTRA-CURRICULAR AND CO-CURRICULAR OPPORTUNITIES, 2.6 HOME TO SCHOOL TRANSPORTATION, 2.9 - PROVIDE NUTRITIOUS MEALS, and 2.12 - ATHLETIC TRAINERS



Extra-curricular activities, athletic trainers, transportation, and nutritious meals collectively serve to broaden students' participation opportunities and mitigate obstacles to education. These elements play a pivotal role in fostering a supportive, secure, and welcoming educational environment for all students. Engagement in extra/co-curricular activities not only enhances students' connection to their schools but also cultivates a sense of pride and belonging. Surveys conducted among students revealed that transportation concerns emerged as a significant factor contributing to absenteeism and tardiness. By offering transportation services, the district addresses this barrier to student success, facilitating access to education for all. Moreover, nutrition plays a vital role in students' ability to learn effectively. Recognizing this, OUHSD ensures that all students receive nutritious meals at no cost. Feedback from student surveys highlights the positive reception of the food quality, indicating an improvement from previous years. The cumulative impact of these initiatives is evident in the increased perception of school sites as safe, inviting, and supportive by students. Therefore, these actions are deemed effective in advancing the district's overarching goal of providing a safe and nurturing school environment conducive to student success.

## 2.8 - SCHOOL ATTENDANCE AND ACHIEVEMENT REVIEW TEAM

The district has established the School Attendance and Achievement Review (SAART) team, a collaborative effort comprising site and district personnel along with representatives from community organizations such as the Boys and Girls Club. This multidisciplinary team convenes monthly to address attendance and connectedness issues among students identified by their respective schools. The primary objective of these meetings is to assess the individual needs of students and devise tailored interventions to support their academic success and school engagement. A proactive approach is emphasized, with schools encouraged to refer students to the SAART team at the earliest signs of attendance challenges. By intervening early, the team aims to prevent issues from escalating and maximize the potential for student improvement. While direct causation between SAART interventions and improvements in students' perceptions of school safety and supportiveness may be challenging to establish, the team serves as a crucial resource for students in need of intensive intervention and support. Although the impact of SAART initiatives on student outcomes may not be immediately discernible, the concerted efforts of this collaborative endeavor underscore its effectiveness in fostering a safe and nurturing educational environment for students. Through ongoing collaboration and targeted interventions, the SAART team plays a vital role in promoting student well-being and academic success within the district.

## 2.10 - PARENT AND FAMILY ENGAGEMENT AND 2.11 - PARENT INVOLVEMENT

Parent and family involvement and engagement play a pivotal role in advancing our educational objectives. Recognizing this, the district has prioritized initiatives to foster strong connections with parents, ensuring their active participation in their children's educational journey. Through various communication channels such as social media platforms, Parent Square, regular newsletters, and other outreach avenues, we strive to keep parents informed and engaged in school-related matters. In recent years, we have observed a notable increase in parent engagement with our social media messaging and district newsletters, indicating a growing interest and involvement from families in our school community. This heightened engagement underscores the importance of effective communication in strengthening the partnership between parents, schools, and the district. Moreover, research suggests that when parents perceive schools as safe, inviting, and supportive, their children are more likely to share the same sentiments. Therefore, the positive shift in student perceptions regarding campus environment is indicative of the effectiveness of our efforts to engage parents and families. By fostering a sense of trust and collaboration among all stakeholders, we enhance our ability to cultivate a nurturing and safe learning environment conducive to student success. Moving forward, we remain committed to further enhancing parent and family engagement initiatives, recognizing their instrumental role in promoting positive educational outcomes and ensuring the well-being of all students within our district.

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

Maintaining continuity, this goal retains its status as a paramount focus in the upcoming LCAP cycle. Recognizing the evolving landscape of educational assessment, adjustments have been made to ensure our metrics and monitoring tools align more closely with our objectives.

Chronic Absenteeism rate and Attendance rate, now relocated to Goal 2, offer a more nuanced measure of student engagement at the school site, enhancing alignment with the goal's focus. Additionally, the adoption of the Fidelity Implementation Tool for monitoring CR-PBIS implementation provides a robust and quantifiable means of analyzing our progress, surpassing previous assessment methods.

In a strategic shift, OUHSD has transitioned from the California Healthy Kids Survey (CHKS) to the Fundamentals SEL Screener for assessing SEL issues. This refined approach, administered biannually at the individual student level, delivers deeper insights into students' readiness to learn and engage, enriching our understanding of the school environment's safety and nurturing aspects.

The Fundamentals SEL Screener illuminates nine critical factors, including students' attitudes towards school and the learning environment, fostering a comprehensive view of their experiences. Anchored in data-driven decision-making, our utilization of the 5x5 charts from the California Dashboard establishes clear and measurable outcomes, guiding our journey towards achieving a maintenance level of "Green or High" by 2030.

Moreover, to ensure coherence and effectiveness, select actions from Goal 1 will be integrated into this goal, fostering a holistic approach to achieving our objectives. Through these strategic refinements, we reaffirm our commitment to providing a safe, nurturing, and inclusive learning environment conducive to student success within OUHSD.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Rate of students meeting UC/CSU requirements (a-g)	19-20 Data All 16% Asian 42% African American 5% Hispanic 9% White 14% SED 14% ELs 18% Homeless 5%	20-21 Data All 58.8% American Indian 42.9% Asian 78.8% African American 0% Hispanic 45.5% White 54% SED 60% ELs 75% Homeless 44.4%	2022 Data All 14% American Indian 7.5% Asian 27.5% African American 5.6% Hispanic 14% White 11.2% SED 11.8% ELs 4.8% Homeless 4.2%	2023 Data 14.4% - All 12.5% - American Indian 25.0% - Asian 5.9% - African American 16.1% - Hispanic 11.7% - White 11.6% - SED 0.00% - EL 0.00% - Homeless	All Students >30% Asian >50% African American >30% Hispanic >30% White >30% SED >30% ELs >30% Homeless >30%
Priority 4 Rate of students completing a CTE pathway	19-20 Data All 9% American Indian 13% African American 5% Asian 6% Hispanic 10% White 11% ELs 18% SED 9% SWD 5%	20-21 Data All 14.5% American Indian 28.6% African American 0% Asian 3% Hispanic 18.2% White 19% ELs 0% SED 14.7% SWD 0%	2022 Data All 15.7% American Indian 9.4% African American 13% Asian 13.5% Hispanic 16.4% White 17.5% ELs 3.6% SED 14%	2023 Data 17.0% - All 12.5% - American Indian 17.6% - African American 13.2% - Asian 10.2% - Hispanic 23.8% - White 8.3% - EL 14.3% - SED	All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25% White >25% ELs >25% SED >25% SWD >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SWD 9.4% Foster Youth 7.1%	11.6% - SWD 0.00% - Foster Youth	
Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	19-20 Data 54%	20-21 Data 49.01%	2022 Data 47.06% met or exceeded standards	2023 Data 48.38% met or exceeded standards	% of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher) will be >65%
Priority 4 % of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher)	19-20 Data 21%	20-21 Data 33.76%	2022 Data 33.38% met or exceeded standards	2023 Data 16.99% met or exceeded standards	% of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher) will be >40%.
Priority 7 Course Access Number of CTE pathways Number of AP classes	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	2022 Data 10 AP Courses OHS 8 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	2023 Data 8 AP Courses - LPHS 10 AP Courses - OHS 7 CTE Pathways - LPHS 5 CTE Pathways - OHS	9 AP Courses OHS 10 AP Courses LPHS or more 5 CTE Pathways OHS 10 CTE Pathways LPHS
Priority 4 Students completing a CTE pathway and met CSU/UC requirements.	19-20 Data 2/448 students or .45%	20-21 Data 86/575 or .15%	2022 Data 17 (24%) students districtwide	2023 Data 12 (2.37%) students districtwide	>10% of students will complete a CTE pathway and meet CSU/UC requirements.
Priority 4 % of pupils prepared for college - Science (11th grade CAASPP 3 or higher)	18-19 Data 29.93%	20-21 Data 28.72%	2022 Data 29.45% met or exceeded standards	2023 Data 23.22% met or exceeded standards	% of pupils prepared for college on Science (11th grade CAASPP 3 or higher) will be >40%.

# Goal Analysis

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

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

## 3.1 - COUNSELING STAFF

### Implementation:

OUHSD's counseling staff comprises three full-time counselors each at LPHS and OHS, with one counselor at PHS working at 0.8 FTE. These dedicated professionals play an active role in assisting students in developing four-year plans and ensuring they remain on track for graduation.

### Successes:

Over the past several years, the number of students graduating UC/CSU prepared and completing CTE pathways has shown a steady increase, a testament to the effectiveness of our counseling services.

### Challenges:

Despite our successes, counselor capacity remains a challenge. High caseloads limit the time counselors can dedicate to each student, while scheduling constraints also impact outcomes. Additionally, our CTE pathway completion rates and preparation rates for UC/CSU requirements have room for improvement, indicating areas where further support and resources may be needed.

## 3.2 - COLLEGE/CAREER GUIDANCE TECHNICIAN

### Implementation:

Both OHS and LPHS have successfully placed a dedicated College/Career Guidance Technician. This action has been fully implemented.

### Successes:

The presence of College/Career Guidance Technicians has proven invaluable to students and families, particularly in navigating college entrance requirements. Their contribution has been instrumental in the notable increase in CTE pathway completions and preparation for UC/CSU admissions, as highlighted previously.

### Challenges:

Despite the presence of this service, the district faces challenges in maximizing its utilization. The uptake by students and families falls short of expectations, indicating a need for increased awareness and promotion of this valuable resource. Addressing this challenge will be crucial in ensuring that all students can benefit from the support provided by College/Career Guidance Technicians.

## 3.3 - PURCHASE NAVIANCE SOFTWARE

### Implementation:

As stated in the LCAP document, the decision was made not to implement this action during the 2023-24 school year. This decision was influenced by stakeholder feedback and the underutilization of the program.

## 3.4 - PROVIDE HIGH QUALITY CTE COURSES

### Implementation:

OUHSD currently offers a range of CTE courses encompassing Agriculture, Culinary Arts, Automotive Technology, and Teacher Preparation. This action has been successfully implemented across the district.

Successes:

The district has witnessed a steady increase in the number of students completing CTE pathways over the past three years. These students are also better equipped to meet the entrance requirements of UC/CSU schools in California, as previously highlighted.

Challenges:

Despite our successes, challenges persist. Constraints within the master schedule occasionally hinder students' ability to complete pathways. Additionally, not all students are interested in the pathways currently offered. Expanding the range of options available would cater to a broader spectrum of student interests and ultimately benefit more students.

### 3.5 - PROVIDE ADDITIONAL SECTION FUNDS TO CAREER AND TECHNICAL EDUCATION AND VISUAL AND PERFORMING ARTS

Implementation:

OUHSD has allocated additional funds to expand the section offerings of CTE courses across the district. This proactive measure aimed to address scheduling challenges previously mentioned. The implementation of this action has been successfully completed.

Successes:

This initiative has played a pivotal role in enhancing the success of our CTE programs, as highlighted earlier.

Challenges:

While the allocation of additional funds has proven beneficial, the perpetual need for further financial resources to expand CTE programs remains evident. However, the availability of such funds may fluctuate annually due to budget constraints, presenting an ongoing challenge for sustained program growth.

### 3.6 - FAFSA COMPLETION

Implementation:

OUHSD is in compliance with AB132, as outlined in this action.

Successes:

The district has been diligent in monitoring the opportunities provided to students for learning about and completing FAFSA requirements.

Challenges:

A significant challenge lies in accurately tracking FAFSA completion among students. Without students completing their FAFSA applications in the presence of staff, there is no reliable method for tracking which students have completed the application. This poses difficulties for our counseling staff and College/Career Guidance Technicians in ensuring that all students have sufficient opportunities to complete their FAFSA documentation. Finding effective tracking methods is crucial for ensuring equitable access to FAFSA completion support for all students.

### 3.7 - CAREER EXPLORATION CLASS

- Implementation:

Unfortunately, this action was not realized due to challenges related to constraints regarding the master schedule and the unavailability of a teacher to staff the course.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This section will be completed as budget preparation is completed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

### 3.1 - COUNSELING STAFF and 3.2 - COLLEGE/CAREER GUIDANCE TECHNICIAN

OUHSD's counseling staff and College/Career Techs serve as the cornerstone of college and career readiness initiatives for our students. Counselors collaborate closely with students to develop comprehensive four-year plans that pave the way for post-secondary college enrollment or entry into the workforce. Working hand in hand with counselors, College/Career Techs extend their support not only to students but also to families, guiding them through the complexities of college enrollment, internship opportunities, apprenticeships, and career pathways. Their efforts encompass assisting students with college applications, providing crucial FAFSA completion support, and organizing activities aimed at promoting college and career exposure. Despite these concerted efforts, the percentage of OUHSD students meeting UC/CSU requirements has experienced a slight dip to 14.4% compared to the baseline data of 2019-20. It's noteworthy that certain factors influencing UC/CSU completion fall beyond the purview of counselors and College/Career Techs. For instance, OUHSD's graduation requirement of two Math courses contrasts with the three required by UC/CSU, placing considerable emphasis on student choice regarding additional Math coursework. On a positive note, there has been a notable increase in CTE pathway completion, rising from 9% in 2019-20 to 17% in 2022-23. This achievement is largely attributed to the successful implementation of four-year plans. Commencing planning during freshmen years has proven instrumental in enhancing students' success in completing CTE pathways. Additionally, it's essential to consider another metric: the number of students who not only complete a CTE pathway but also fulfill UC/CSU requirements. OUHSD has observed growth in this area since 2019-20, with an increase from .45% of students to 2.37% in 2022-23. While this represents a relatively small percentage of students, the growth is significant in light of broader considerations. In summary, while this action demonstrates moderate effectiveness, there remains a need for further focus on UC/CSU completion rates. Continued efforts are necessary to enhance overall college and career readiness among OUHSD students, with a specific emphasis on aligning graduation requirements with post-secondary expectations.

### 3.3 - PURCHASE NAVIANCE SOFTWARE

Throughout the duration of this LCAP cycle, OUHSD opted to discontinue the utilization of Naviance Software due to negligible usage. With minimal engagement observed, the expenditure could no longer be rationalized.

### 3.4 - PROVIDE HIGH QUALITY CTE COURSES and 3.5 PROVIDE ADDITIONAL FUNDS TO CAREER AND TECHNICAL EDUCATION AND VISUAL AND PERFORMING ARTS

In response to the feedback gathered from student and parent LCAP surveys, there was a resounding demand for OUHSD to enhance college and career exposure while expanding offerings in Career Technical Education (CTE) and Visual and Performing Arts (VAPA) across our schools. Students and parents expressed a strong desire for greater insight into life beyond high school and sought to better equip themselves for their future endeavors. These aspirations prompted the implementation of the two action items aimed at addressing these pressing needs. The tangible outcomes of these initiatives, such as the notable increase in students completing CTE pathways and the rise



in those fulfilling both CTE pathway and UC/CSU requirements, underscore the effectiveness of these actions in meeting the expressed needs and desires of students and parents. These accomplishments reflect a meaningful step forward in aligning our educational offerings with the aspirations of our student body and their families.

Moreover, students and parents have advocated for the ongoing expansion of these programs, underscoring the importance of continued investment in initiatives promoting college and career readiness. Additionally, there is a call for forging more partnerships with external organizations and industries to further enrich these programs and create a more comprehensive framework for fostering college and career preparedness among our students. In summary, the implementation of these action items has not only addressed the immediate concerns voiced by students and parents but has also laid the groundwork for further advancements in our efforts to provide comprehensive college and career exposure and opportunities. Moving forward, OUHSD remains committed to expanding and enhancing these programs in collaboration with our stakeholders to ensure the continued success and preparedness of our students for their future endeavors.

### 3.6 - FAFSA COMPLETION

Despite the implementation of this action, the district faces challenges in gathering relevant data regarding completion rates or other critical information necessary to assess its success or effectiveness. Consequently, it has been decided to discontinue this action moving forward.

### 3.7 - CAREER EXPLORATION CLASS

This course faced obstacles related to staffing constraints and insufficient student interest, preventing its inclusion in the master schedule. Consequently, this action item will not be continued in future planning.

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

The shift in focus for this goal represents a fundamental reorientation of our approach to student preparedness beyond the confines of post-secondary education. It reflects a broader recognition of the multifaceted skills and competencies essential for students to thrive in an increasingly complex and dynamic world. Central to this redefined goal is the acknowledgment that success in college, career, and life demands more than just academic prowess. It requires the cultivation of critical skills such as communication, collaboration, problem-solving, adaptability, and resilience. By equipping students with these transferable skills, we empower them to navigate the challenges and opportunities that lie ahead, regardless of their chosen path. In pursuit of this objective, the district is committed to not only providing instruction in these essential skills but also fostering a culture of continuous growth and development. This entails fostering stronger partnerships with parents, families, and community stakeholders to ensure a cohesive and supportive ecosystem for student learning and growth. Moreover, the integration of the College and Career Indicator (CCI) into our metrics framework offers a comprehensive gauge of our progress in preparing students for post-secondary life. Complemented by other key metrics, such as graduation rates, college enrollment rates, career readiness assessments, and student surveys, we gain a holistic understanding of our effectiveness in achieving this goal. As we strive to attain a maintenance level of "Green or High" by 2030, we recognize the need for targeted interventions and strategic initiatives. This includes aligning curriculum and instruction to foster the development of essential skills, providing professional development opportunities for educators, and leveraging community partnerships to enhance experiential learning opportunities. Furthermore, the realignment of certain action items underscores our commitment to driving meaningful progress in this area. By focusing on policy-level

interventions and systemic changes, we aim to create an educational environment that not only prepares students academically but also equips them with the skills and competencies needed to thrive in an ever-evolving world.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

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