

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard School District

CDS Code: 56-72538-0000000

School Year: 2023-24

LEA contact information:

Dr. Anabolena DeGenna

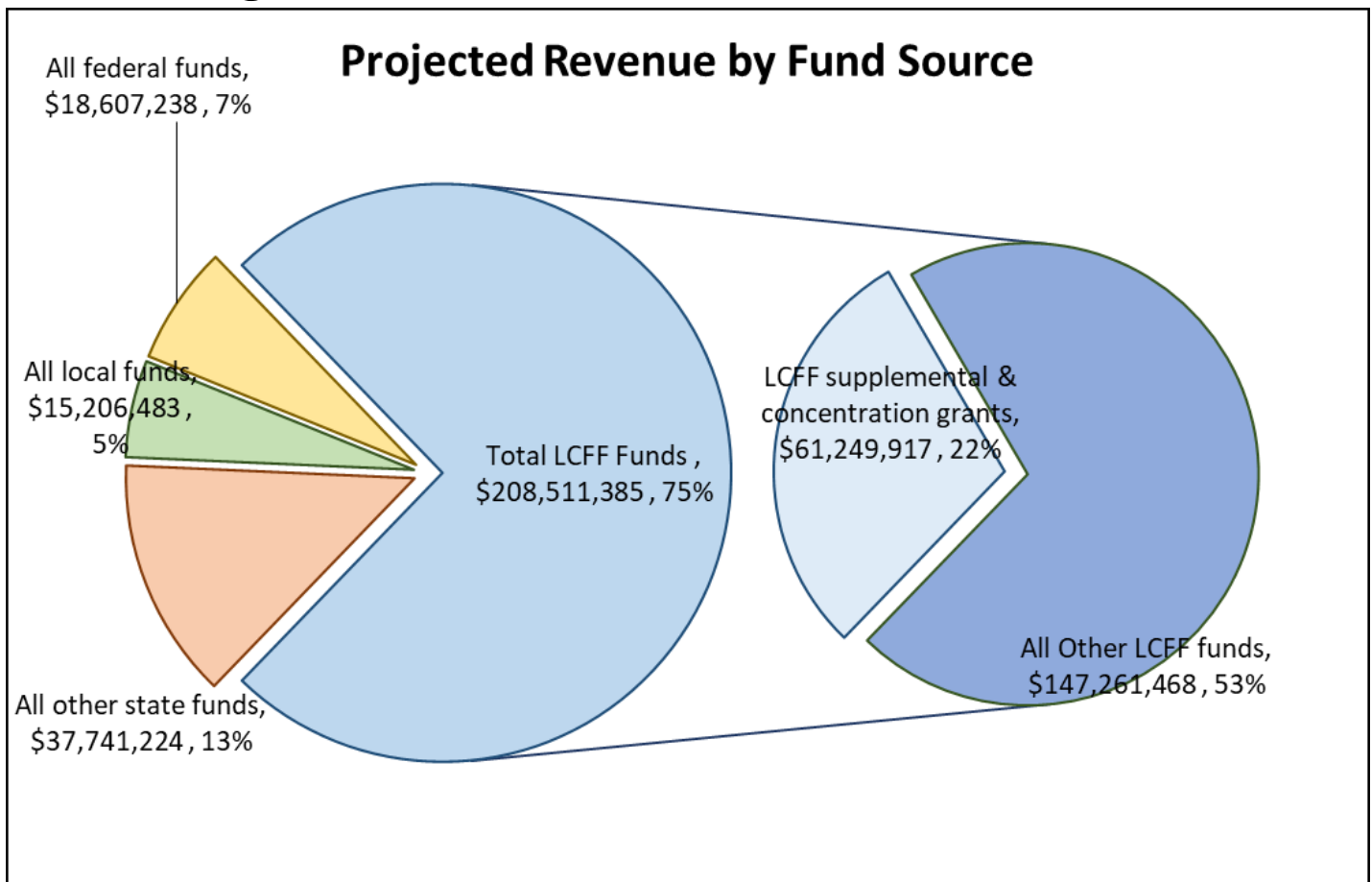
Interim Superintendent

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(805) 385-1501

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

## Budget Overview for the 2023-24 School Year

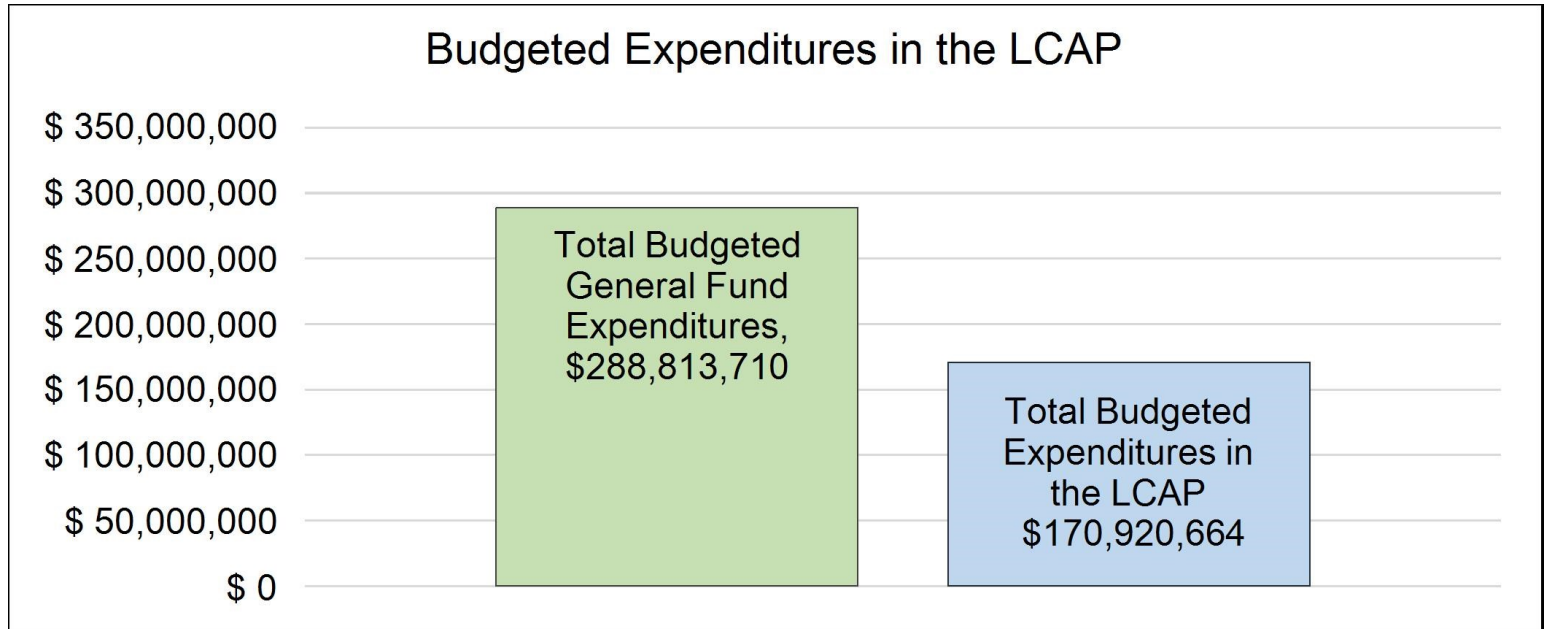


This chart shows the total general purpose revenue Oxnard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxnard School District is \$280,066,330, of which \$208,511,385 is Local Control Funding Formula (LCFF), \$37,741,224 is other state funds, \$15,206,483 is local funds, and \$18,607,238 is federal funds. Of the \$208,511,385 in LCFF Funds, \$61,249,917 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oxnard School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oxnard School District plans to spend \$288,813,710 for the 2023-24 school year. Of that amount, \$170,920,664 is tied to actions/services in the LCAP and \$117,893,046 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

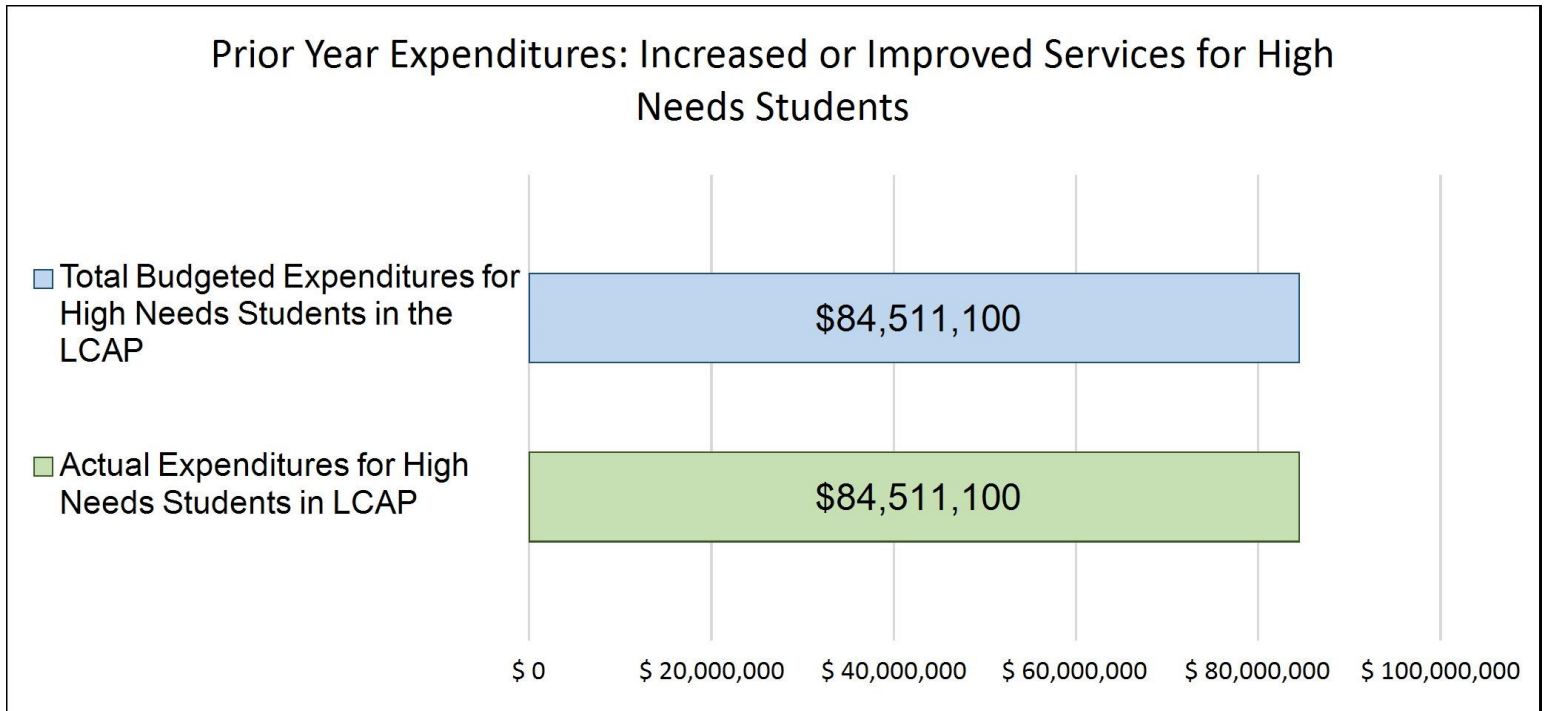
Operational and other expenses such as utilities, substitute staffing, and miscellaneous materials, supplies, and services.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Oxnard School District is projecting it will receive \$61,249,917 based on the enrollment of foster youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend \$61,249,917 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Oxnard School District's LCAP budgeted \$84,511,100 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent \$84,511,100 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr. Anabolena DeGenna Interim Superintendent	adegenna@oxnardsd.org (805) 385-1501

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Oxnard School District is located in Oxnard, California, the largest city in Ventura County. Established in 1873, the Oxnard School District has 21 schools serving approximately 14,381 students in grades TK through Eighth. The district demographics are as follows; 93.5% Hispanic/Latino, 2.8% White, followed by 1.2 % Filipino, .8% African American, .7 % Asian, .8% are students who identify as having two or more races, 1% American Indian, and .0% Pacific Islander. One of the characteristics that make Oxnard unique is the growing number of Latinx students who have Mixteco as a native language rather than Spanish. This unique characteristic provides opportunities for the district to better serve the diversity of its students. The Oxnard School District, like many other districts in California, continues to experience significantly declining enrollment.

Against the backdrop of diversity and an activist and advocacy parent community, the Oxnard School District has committed to expanding its equity and social justice efforts. This shared commitment drives Oxnard's relentless and continuous improvement efforts, in October of 2022, discussions began with Francisca Sanchez and Provocative Practice about moving forward a more comprehensive and articulated approach to Oxnard's journey forward building strategically on what has already been accomplished. Having lived through a pandemic and seeing more closely the continued gaps is opportunities for all, the Oxnard School District community has been inspired to take action, and a strategic plan was developed with the involvement of staff, educational partners, students, and community leaders. The development of the Strategic Plan Oxnard EMPOWERS- a vision of possibility in action - allows us to ensure that our district is a responsive educational institution and an organizational advocate in addressing student success with a focus on creating equitable and social-justice-oriented learning environments. Oxnard Empowers and this LCAP represent an explicit investment in values-driven, principles-driven, and research-informed educational planning for the success of Oxnard students.

The district vision: Changing the World! Inspired, Accomplished, Multi-lingual Citizens – In School and Beyond guides the work of the district and the commitment to embark on a journey of transformative school reform centered on a deep respect for students, educators, partners, and communities. For the district to achieve this vision, the district has developed a Student Profile to guide the work of the district. The Student Profile aims to provide students with an education that prepares them to create, communicate, collaborate, design, and apply new knowledge in real life and a variety of different contexts. The district aims for students to be confident, solution-oriented, digitally, artistically,

and linguistically prepared for future opportunities. To achieve these goals, the Oxnard School District is committed to providing students the learning opportunities to become readers, writers, and mathematical thinkers so that they can use this knowledge to advocate for themselves and select courses that will prepare them for the future.

To support the new vision of student success, Oxnard School District affirms five core values and beliefs; 1) Equity and Excellence, 2) Safe and affirming environments, 3) Achievement, performance, multilingualism, and global/sociocultural competence, 4) Relationships built on integrity, mutual trust, respect, and caring, and 5) Professional accountability and service. These values guide the Theory of Action the district has established to accurately translate our intentions into action. The Oxnard School District believes that if we commit to a vision of student success, and if we are relentless in clarifying and supporting classroom leadership, and if we build and support school leadership, and if we organize district leadership around core values and instructional priorities, and if we engage our families and community in active support then we will become a district of highly effective and equitable schools.

The Oxnard School District is committed to increasing the academic achievement of all students through quality instruction, meaningful access, a challenging and engaging curriculum, and aligned assessments while ensuring that all systems are culturally and linguistically responsive to the needs of our students and their families. To ensure and evaluate these practices, the district looks to guiding documents like the California English Learners Roadmap, the California Frameworks, and the Dual Language Guiding Principles. In line with these documents, the Oxnard School District welcomes and responds to the diverse need of all students, including the varied typologies of English Learners within the district. District teachers, staff, and administrators are committed to providing students with an enriched educational experience by ensuring students have access to a broad course of study, including STEM and the Arts. Recognizing that our students' home languages represent a powerful asset for themselves and our community, our district is committed to building strong, research-based, and standards-driven biliteracy programs across eleven schools in the district.

To ensure that all students, including English Learners and students receiving special education services, are receiving a rigorous academic educational program that prepares them for college and career the district commits many resources to the continued development of the teaching staff. Professional learning is focused on deepening understanding of the state standards, implementation of high-leverage instructional practices, and the effective use of scaffolding and differentiated instruction through the lens of culturally responsive teaching practices. As a district, we believe that the most effective instruction happens in inclusive settings where students receive grade-level standards that are scaffolded to meet their needs.

Though there are many assets within our community and district, we are also intensely aware that the community is impacted by high rates of poverty, crime, and trauma. Given the demographics of the Oxnard School District, district teachers, staff, and administrators must be committed to providing programs that support the challenges that greatly impact the community. 87.7% of the students are categorized as Socioeconomically disadvantaged, 50.3 % as English Learners, 15.5% of students receive Special Education Services, approximately 7.8% of students are classified as homeless, and .3% as Foster Youth. These factors are significant, as they require OSD to ensure that all students are ready to learn. To do this effectively, we must address the physical, mental, and social-emotional needs of our students and families. Consequently, the district has resources in place including but not limited to a community-based Wellness Collaborative; a robust afterschool program, a multi-faceted parent engagement program, extensive wrap-around services to address the needs of the whole child, and additional school-level support to provide improved services to families and staff. These wrap-around services are a cornerstone of our district and we believe providing children with the best educational opportunities demands attention to the whole child.

Based on the current status of our districts, we have defined five areas of work that form a framework for powerful and sustainable district transformation. The first is to focus on student academic engagement and achievement. For this to improve the district will need to

dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

The second area of work is to create and maintain safe, affirming, equitable, and enriched culturally and linguistically multilingual environments of high intellectual performance across all content areas and in all areas needed for 21st Century success. To accomplish this, the third area of work is to provide strategic direction, guidance and support to sites and district departments focused on improving the instruction, interaction, and engagement in every classroom so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

The success of our district includes our greater community and educational partners; therefore the fourth area of focus is to create and grow family and community alliances focused strategically on their collaborative leadership roles in supporting and promoting student success as defined by the Oxnard Student Profile. To bring all of these areas together, the fifth area of focus is to create a coherent and sustainable district-wide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students, facilitate strategic plan implementation, monitor progress, and assess effectiveness and sustainability, and position the district as a leader in equitable and excellent education.

## Reflections: Successes

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

The Oxnard School District has many assets upon which to build its future successes. With leadership committed to the high achievement of all students and the nurturing of a respectful and collaborative district culture, the district is already on a transformational journey. Currently, there are four major areas of growth, accomplishment, opportunity, and strength: Creating Systems to support the improvement of instruction/program design, expanding biliteracy/dual language education, human capital, and parent-family engagement. These are areas that have a high potential for supporting OSD's transformation.

COVID-19 had a tremendous impact on the academic progress in OSD. Nevertheless, there are a few points in the area of accountability that demonstrated growth for some of our more marginalized students. While the general population demonstrated some regression on standardized testing, our English Learners made some growth. According to the Smarter Balanced Assessment in the area of English Language Arts, our EL population increased from 5.43% of students at or above grade level in 2019 to 12.21% in 2022. In Mathematics, this same group moved from 4.02% at or above grade level to 7.18%. On the California Dashboard English Learner Progress increased from 50.4% in 2019 to 59.8% in 2022. Though this growth is minimal and still extremely low for English Learners, it is an area of growth for the district.

There are areas that do not yet demonstrate success on standardized measures, but we believe they are creating the foundation for future growth. Notable is the focus on program design to support the improvement of instruction through the development of the district mathematics and literacy/biliteracy pedagogies. This includes providing additional professional learning days to ensure all teachers have the training necessary aligned to standards and district pedagogies, instructional coaching and support on lesson design and delivery for teachers through the use of Teachers on Special Assignment/Instructional Specialist; and establishing early release days for teacher planning and collaboration to ensure district provided training is being put into practice. As a part of this effort, the district has developed and



is implementing a K-5 Standards-based report card that is aligned to the California Common Core Standards and the professional development teachers receive. The report cards also come with Teacher Guides and Parent Guides, which include rubrics, expectations, and resources to ensure clear communication for all educational partners.

The biliteracy/dual language programs are a cornerstone of the district's focus on implementing and protecting powerful additive programs that have a strong research base and evidence related to their potential for dramatically improving student achievement. To this end, the district has adopted a common instructional framework and continued to develop instructional integrated biliteracy units. The work in biliteracy earned the district a place in the new publication by the California Department of Education - Improving Education for Multi-lingual and English Learner Students: Oxnard School District's District-Level Planning and Investment in Building and Sustaining Dual Language Education- Principle Three of the Ca EL Roadmap. The alignment of district practices to the English Learner Roadmap has proved helpful in ensuring high-quality inclusive opportunities. The majority of our biliteracy programs are in schools with high linguistic needs and with high poverty. The district has eliminated all barriers to entry into the program to ensure all students have access regardless of their native language. On local assessments, benchmark data follows the trends of the Thomas and Collier study. The district will continue to monitor data closely and adjust as necessary to ensure all students are achieving. As a result of this work, the Oxnard School District received the prestigious 2022 Lynne Aoki Multiple Pathways to Biliteracy District Recognition Award from Californians Together. The purpose of the award is to inspire the development of robust dual language programs, multiple opportunities, and comprehensive pathways in order to enable all students to reach their full potential of proficiency in two or more languages. Once again, this recognition validates the work that has been done, however, the district also acknowledges that there is still much work ahead in terms of implementation of the established practices. Another notable effort to establish a strong foundation for academic progress is the partnership OSD established with California Education Partners for the Pre-School to 3rd Grade Mathematics Collaborative. In partnership with UCLA and Cal-Ed Partners, OSD was able to provide teachers with in-depth training and coaching on mathematical practices and Counting Collections. Though the results are not yet transferred into Standardized assessments, in preliminary data demonstrates growth in local assessments in the primary grades at schools where the coaching started.

Based on the LEA Local Indicator Self-reflection Process Parent Engagement is an area of strength. Over the last several years, building relationships with parents has been a priority for the Oxnard School District. The Oxnard School district has had tremendous success building collaborative relationships with parents, particularly parents of English Learners. In addition to regular participation in committees and councils, the district has also spent a great deal of effort in providing parents with training such as Project 2Inspire. This opportunity has empowered parents and created strong leaders who now work collaboratively with district and school staff. This has also created a great space for open and honest communication between families and the school district. The district employs two District Family and Community Liaisons to work with families of students most at risk. These staff members are housed in the newly open Family Resource Center which is open to families for support during the workday. Part of the work of this team is to ensure that our students identified as homeless or foster youth receive additional support and services. Additionally, through the Family Resource Center parents are provided opportunities to participate in Professional Learning in a variety of areas. Every school has an outreach consultant whose position is to work with parents in support of any school or community service that is needed. Over the last two year OSD has made great progress in family and community outreach. Currently, OSD has many parent groups including the African American Parent Advisory, Mlxteco Parent Advisory, Advisory Group for Parents of Foster Youth, Asian-American, and Pacific Islander Parent Advisory, and DELAC.

Each of the local indicator self-reflections tools was administered and narratives are complete. The 2023 Dashboard will indicate 'met', in the fall. The Oxnard School District continues efforts to meet the criteria for each of the local indicators.

## Reflections: Identified Need

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

There is much to be done to achieve Oxnard's new vision and student success, the level of student achievement is still unacceptably low. Even with the investment made in human capital, and multilingual pathways, there is still a need to provide staff with additional opportunities for professional growth and support. Students need more access to rigorous, challenging, and engaging curricula and pedagogy. The need to continue to refine and implement a clearly articulated MTSS process.

Student Performance in all areas of The California Dashboard is poor. Despite programs that have been put in place, the 2022 data was not favorable for the district, the impact of COVID 19 and school closures were still very much a factor. Chronic Absenteeism was of great concern. Overall, the district scored in the "Very Low" category in 9 of 11 student groups. This has been an area of focus during the 2022-2023 school year, SARB and Mini-SARB conferences have been taking place at all our schools, as well as school site incentives, home visits, and outreach to families. Given the level of Chronic absenteeism, the district has received a grant that will focus on improving school attendance. The Manager of the grant will work closely with School Outreach Consultants and will develop a site plan to improve chronic absenteeism.

Student suspension rated "High" on the 2022 California Dashboard. Foster Youth, Homeless and Students with Disabilities were the three groups that rated very high. This year's LACP will include actions to provide staff development from Safe and Civil schools to site leadership teams to build capacity to strengthen PBIS teams at each site. Additionally, the administrative tea will be exploring restorative practices that can be implemented in lieu of suspension. In particular, the PBIS teams will work on preventative measures that can be put in place for our most at-risk students.

Emergent Bilingual/English Learners continue to be an area of focus for the Oxnard School District, though this student group has made growth, Long-term ELs continue to need additional support. The English Learner Progress metric on the Dashboard is "Low". Though this metric increased from 50.4 in 2019 to 59.8 in 2022, it is still a target area. Based on the rate of Reclassification in the Spring of 2023, we anticipate showing improvement when the 2023 Dashboard is released. We will continue to focus on the implementation of Designated and Integrated ELD at all schools. At Middle Schools, Designated ELD will be differentiated based on student needs and typology. Teachers on Special Assignments will continue to work with teachers on lesson design and language development. Newcomer students will continue to receive specialized programs, in small class sizes to allow for differentiation. Additionally, OSD will provide ELD classes with the English 3D curriculum as well as AVID Excel for students close to reclassification. To assist in this work, OSD has a team of Teachers on Special Assignments across content areas to work collaboratively to improve teaching and learning at scale.

The next focus area is Mathematics, across the district mathematics is our academic area of greatest need. The overall rating on the California Dashboard is "Very Low" and most student groups were also in the very low category. The student groups who were not in "Very Low" are African American students, students of two or more races, White, Asian, and Filipino. However, there are no student groups that were performing at "high or Very High" levels on the 2022 Dashboard. This reality is of great concern. To address this concern the district has put in place many actions including hiring a mathematics administrator to oversee pedagogy and implementation, professional development with the California Education Partners in the P3-CC alignment, hiring three Teachers on Special assignments to support mathematics, piloting new Tier 1 and 2 curriculum and the implementation of a systematic student monitoring system at each school site. Benchmark assessments are monitored after every assessment window and IABs are required as part of the assessment program.



Finally, the last area of identified need is in Language Arts. On the 2022 Dashboard English Learner/Emergent Bilinguals, Foster Youth, Homeless, and Students with Disabilities are in the “Very Low” measure and African American, Hispanic, Socioeconomically Disadvantaged, and White student groups are in the low. During the 2022-23 school year many measures were put in place that will continue in the 2023-2024 school year. Some of these measures include but are not limited to Teachers on Special Assignment to support Literacy and Lesson Design, Site based Literacy coaches at 6 schools, Literacy teachers at all K-5 and K-8 schools, and a new Tier 2 curriculum, and the implementation of a systematic student monitoring system at each school site. Benchmark assessments are monitored after every assessment window and IABs are required as part of the assessment program. During the 2023-2024 school year, the Reading Horizons literacy intervention program will be implemented as a Tier 2 intervention. Professional development will be provided, and the program will be delivered by an intervention teacher at each site.

In alignment with our Strategic Plan, we will continue to focus on strengthening first instruction, that is engaging and evidence-based. Through the improvement cycle process, site principals will work with school teams to develop higher levels of understanding around student grade-level expectations and academic acceleration rather than remediation.

While each of the local indicator self-reflections tools was implemented with educational partners and the 2023 Dashboard will indicate ‘met’, in the fall, we feel strongly that connecting with all educational partners as well focus on standards-based instruction continue to be a priority.

## LCAP Highlights

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

Oxnard EMPOWERS, our new district strategic plan, defines the direction in which we must journey in order to reach that desired destination as articulated in our new vision and our learner profile. One of the highlights of our LCAP is the incorporation of the strategic plan. Because we believe that building on what’s working and the assets, we have will provide us with the most responsive and effective results, the LCAP continues to highlight and support some key non-negotiable programs and directions that are already in implementation status across the district. These include:

Dual Language Immersion (DLI) Initiative (at already identified schools)

Collaborative TK-E Math Project with UCLA (at identified schools)

MTSS Refinement and Alignment Efforts

Middle School Task Force and partnership with the California Education Partners on the “On Track” collaborative.

Investment in the Social and Emotional well-being of students

Strong family and community connections

This LCAP also is designed to ensure that we are making progress toward achieving student success. We define student success by achieving the characteristics of the Oxnard Student Profile. The student profile establishes the key characteristics or traits of a successful student. The Student Profile is the cornerstone of the district's transformative efforts to dramatically improve outcomes for its students.

In order to achieve the profile, this LCAP supports our instructional priorities. Our instructional priorities are lenses through which we focus our work. To accomplish these priorities this LCAP calls out the investment made toward high-quality, evidenced-based professional learning. The District's commitment to building human capital is supported by a body of research that demonstrates that the greatest student achievement is directly connected to the teachers in the classroom and the adults who interact with students. This LCAP represents the commitment to invest in developing strong educators, leaders, and families through professional development opportunities and parent engagement opportunities. Providing these experiences will ensure that as the Oxnard School District community, all educational partners are working towards the same goal.

Equity and access for all students, coupled with the mindset that the ethnic and linguistic diversity in Oxnard are assets to be celebrated, encouraged, and reinforced is another highlight of this LCAP. This is accomplished in this LCAP by expanding learning opportunities, providing differentiation in instruction, and focusing on the needs of all community members, including African Americans, Mixteco, and students with special needs. In addition, the expansion of the biliteracy program provides access to many families and students. Aside from the academic component, the social and emotional well-being of students and families is a highlight of this LCAP. This is evidenced by the investment in counselors, Outreach Consultants, Health Aids, and LVNs. The District is committed to ensuring students' and families' needs are met, this is also evidenced by investment in child nutrition, transportation, translation services, and many other actions.

The final highlight of this LCAP is the Tiered approach to meeting student academic needs. Starting with a focus on first instruction, both in English instruction programs, as well as in the biliteracy programs across content areas. Followed by evidenced based Tier II interventions in both literacy and mathematics. In addition, the continued development of programs, systems and supports within the Special Education department ensure that students most in need are identified early and are provided high-quality educational programs.

In developing the LCAP annually, Oxnard School District measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2023-2024 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2023. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/faq>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Fremont Academy of Environmental Science and Innovative Design

## ***Support for Identified Schools***

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

Oxnard School District will provide support to Fremont Academy as they develop and implement their CSI plan. The support will be focused on a school reform model that will improve student outcomes in the areas of chronic absenteeism, suspension rate and academics, specifically in English language arts and mathematics.

Oxnard School District will utilize internal systems, programs and personnel to inform the plan. Required components of a CSI plan are already incorporated into the SPSA template (comprehensive needs assessment, educational partner involvement and resource inequities). Therefore, the Fremont SPSA will serve as the CSI plan. The Leadership Team and School Site Council of Fremont Academy will develop and monitor the plan with the guidance and support of the Director of School Performance and Student Outcomes, who will also act as their CSI Coordinator. Data from benchmark assessments will continue to be analyzed to determine student need. Teachers have PLC time at least once a week and separate common planning time at least once a week to plan instruction. A robust MTSS system will be implemented in order to ensure student needs are met. Guidance and support for MTSS is provided by the Director of Pupil Services. The district supports academic intervention programs in which Fremont students will participate. The district's professional development plan includes and supports professional learning related to: evidence-based instructional strategies; mathematics and comprehensive literacy; district mandated academic programs and software; district data systems; Positive Behavioral Interventions and Supports (PBIS); the MTSS process; and social emotional programs and strategies. Site Administrators are included in that professional development, but they also participate in specific professional development to enhance their skills as instructional leaders through a consultant. There is a comprehensive family and community engagement plan which includes structures to engage various members, such as DELAC; ELAC; SSC; PAC; PTA; the African-American Parent Group; the Mixteco Parent Group; the Asian-American, Pacific Islander Parent Group and Project2Inspire.

In addition to the district's internal support systems and services, CSI funds have been used to contract with an external provider to support Fremont Academy in their CSI plan development and implementation. Orenda Education uses the Teach, Lead, Counsel (TLC) approach. TLC provides equity-based systemic changes to schools, so improvement is continuous and sustainable.

- TEACH builds a powerful teaching and learning system by designing grade-level curriculum, common assessments and instructional strategies while enabling educators to reflect and reassess their methods.

- LEAD builds the capacity of site and district leaders through a scholarly and technical approach to support the school conditions for staff and students to reach achievement targets.
- COUNSEL builds the student support services division of the school community where staff use actionable college readiness indicator data via Orenda's monitoring software to measure student progress towards college and career readiness.

Orenda Education will conduct an equity study to serve as baseline data to understand current systems and conditions which contributed to Fremont's CSI status. The study will include interviews with educational partner groups; data gathering and analysis; surveys and student shadowing. District and Site Leadership will participate in professional development comprised of "power clinics" and Fall and Spring Institutes. Professional development will also be provided directly to teachers. All actions will be in alignment

### ***Monitoring and Evaluating Effectiveness***

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

The CSI Coordinator (District Director) will join the site's School Site Council and Leadership Team meetings on a regular basis to monitor and evaluate the implementation of the CSI plan utilizing a monitoring tool to measure progress toward metrics.. A representative from the external technical support provider will also be invited in order to provide information and updates. The meetings will address the extent to which the CSI funds are being utilized to assist in meeting the grant objectives.

Outcome data to be collected and used to inform ongoing decision making and the effectiveness of the school's CSI plan will include:

1. Academic achievement data - CAASPP ELA and Math results, including those of all subgroups;
2. Local benchmark data - STAR Reading and STAR Math results
3. Student engagement data - student attendance, chronic absenteeism and suspension rates;
4. Student social emotional learning data- Panorama results;
5. Parent engagement data – Panorama results.

Outcomes will be shared during SSC, ELAC, Site Leadership and staff meetings.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Oxnard School District believes that educating our children is a shared responsibility, therefore educational partner input and engagement is critical to the LCAP development process. The LCAP committee for 2023-2024 consists of diverse educational partners: District administrators representing all district departments, middle school administrators, K-5 Administrators, members of the Oxnard Educators Association, members of the Oxnard Supportive Services Organization, members of the California School Employees Association and parents. To engage this committee, 3 LCAP meetings were held; February 7, 2023, March 14, 2023, and May 16, 2023. The purpose of the meetings was to share the LCAP process with educational partners, present district data, gather input on the needs of the district from the perspective of the different educational partners, and ultimately share the recommendations of the team that will be addressed in the 2023 LCAP. The meetings were collaborative, and all the different educational partners were able to provide recommendations to the team. The LCAP process and draft were also shared with different parent and community groups, including DELAC, the Parent Advisory Committee, the African American Advisory Committee, the Mixteco Parent Advisory Committee, the Asian American and Pacific Islander Parent group and a group for families with Foster Youth. Data was gathered from each parent group as to the specific needs from each group's perspective. Special Education representatives were present at least at one of each parent group meeting to provide information and gather feedback on special education programs.

In addition, an LCAP Panorama survey was created for both community and families in both English and Spanish. A different LCAP survey was created for staff. During the LCAP meeting, the surveys were shared and recommendations were provided for the development of the LCAP. The surveys were posted on the district website, and emailed to staff and families. The input was also gathered from staff through Curriculum Council meetings. These meetings are ongoing and this space provides teachers an opportunity to give feedback and input on instructional needs connected to the State Priorities. Additionally, as a result of feedback on communication, the Education Services Department hosts a biliteracy teacher focus group. During these meetings a representative from each school can share concerns and provide input and feedback on issues related to biliteracy.

Student voices and input were gathered through monthly meetings with the Superintendent Fellows. This group is comprised of a student representative from every school site. They meet regularly with the Superintendent to provide input on their experience at the school site, to make recommendations on what students need to be more successful, and to provide feedback on district programs. Some of the Superintendent Fellows participated in the development of the Oxnard EMPOWERS Strategic Plan. Additionally, the Superintendent and the Associate Superintendent held student focus groups at each of the middle schools to gather input from diverse student groups.

The Public Hearing for the LCAP was held on June 7, 2023, during this time, no public comments were received. The LCAP was taken to the School Board for approval on June 21, 2023. No written responses were asked by committee members between the public hearing and the approval process.

The SELPA participated and was available to consult on several activities that align with a district's LCAP discussions and development. This would include the following: Targeted Monitoring & Intensive Monitoring Reviews: Special Education Plan Operations Cabinet Meetings Superintendents' Policy Council Inquiry and Implementation Network Meetings 1-1 meetings as requested and may align to your Draft LCAP review meetings with the VCOE's Accountability and Continuous Improvement team.



#### A summary of the feedback provided by specific educational partners.

As a result of the outreach to the different educational partners, several trends surfaced aligned with LCFF State Priorities. The first area that was shared by multiple groups centered around the need to provide students with additional resources to address the continued impact of COVID-19 on the learning process during the 2022-2023 school year. This concern was voiced in all meetings as well as data gathered via surveys from varied educational partners. Some of the suggestions were summer school, additional before or after-school opportunities, and opportunities to work with intervention teachers. Additionally, educational partners recommended the need for individualized support for students. To address this need, suggestions were made to provide schools with lists of evidence-based intervention materials. Additionally, in order to meet students' needs, certificated staff felt strongly they needed structured planning time and a choice of professional learning opportunities. Staff also requested training on differentiation of instruction and inclusive practices. Another area that was discussed, mostly by staff, was the need to invest in more teacher training on evidence-based practices to support the literacy and mathematics gaps in student learning and the need for more intervention support programs and all schools but primarily middle school. In addition to intervention, educational partners noted the need to have more arts education embedded in school programs so that all of the characteristics of the student profile are addressed.

Another area that surfaced among all of the different educational partners was the need for additional social and emotional support for students. It was recommended that students receive instruction on how to cope with the trauma experienced during the Covid-19 pandemic. Recommendations also included more counseling services for students and a strong implementation of a PBIS program. The need for additional counselors was shared by several groups both in meetings and via surveys. Connected to this, staff voiced concerns about the extremely challenging behaviors experienced in school during the 2022-2023 school year and the need for a universal, systematic approach to address discipline, including restorative practices. In response to this, more actions and services have been included in this year's LCAP. Via the staff survey, staff shared the need for more professional growth opportunities. In disaggregating the data, this was most evident with classified staff. Additionally, staff continued to share concerns about district-wide communication and a forum to provide more feedback. During the 2022-2023, school year, the central office provided several opportunities for feedback for certificated staff, such as Curriculum Council, Middle School Task Force, and interest surveys. Classified staff was provided opportunities to provide input and feedback through job-a-like meetings for ORCs, Attendance Technicians, and School Office Managers. Throughout the year, the Superintendent and Associate Superintendent held large convenings with classified staff and management to share the Strategic Plan and solicit feedback and input on staff needs.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partners' input was prioritized by how much direct contact and impact the action or services recommended had on students, particularly students with the greatest needs and who continue to experience the most significant impact from the Covid-19 pandemic. During the 2022-2023 school year, this continued impact was present both in terms of learning loss as well as social and emotional needs. As a result of the on-going impact, the district services continue to be the same. This includes services for students experiencing homelessness and foster youth.

Educational partners' input greatly influenced many sections of the 2023-2024 LCAP. As a result of the information provided several services have been included in the updated LCAP:

- Hiring MTSS teachers to support Tier 2 instruction with systematic evidence-based interventions in Language Arts and Mathematics.
- Purchase and Implementation of a Tier 2 Mathematics and Language Arts Intervention program
- Refinement of the MTSS Handbook to clarify the process and identify resources
- Training for staff PBIS and support to revamp the school-site PBIS teams
- Funding to provide staff with a new PD hourly rate to encourage attendance for professional development opportunities
- Partnership with Oxnard College to allow students to take college courses.
- Collaboration with California Education Partners and the "On-Track" Collaborative to explore options to improve the transition for 8th-grade students into high school and access to A\_G courses.
- Addition of 6 Licensed Marriage and Family Therapists (LMFT) to support students
- The implementation of structured counseling support by providing counselors with additional training with Hatching Results.
- Additional library resources to support diversity and inclusion.

The actions in the LCAP have supported the continuing engagement of parents and families in the district. In addition to DELAC and PAC, in 2021 Oxnard School District established the African American and Mixteco Steering Committees and African American and Mixteco parent focus groups. These groups have continued to develop and grow. During 2022 the Asian American and Pacific Islander group was added as well as the group to support Foster Youth in an effort to engage groups that have been traditionally and historically underrepresented and underserved. These parent groups have had many opportunities to voice their needs and to engage in the district's decision-making processes by providing ongoing input on the development of the LCAP goals. In some of the parent groups, the need for more parent support on instructional programs, technology, and school information was shared. Families in the African American parent group shared that they see the need to ensure all staff receives sufficient training on culturally responsive pedagogy and inclusive practices and the implementation of a diverse curriculum that is representative of the African American culture/history.

# Goals and Actions

## Goal

Goal #	Description
1	This Broad Goal Addresses Basic Services (Priority 1), Student Outcomes, Engagement and the Conditions of Learning. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities.

An explanation of why the LEA has developed this goal.

This goal was developed in alignment with the Oxnard EMPOWERS Strategic Plan Goal 1, Improving Student Academic Engagement and Achievement, the Oxnard School District recognizes that it must dramatically accelerate student engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices. Student data show that Oxnard School District needs to increase academic achievement of all students, including English Learner, Foster Youth, Low Income students and student groups with a performance gap. The metrics were chosen for this goal because these metrics provide both statewide and local assessment metrics that are able to be disaggregated by student group to ensure that all student groups are being addressed and held to high standards. The 2022 Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Basic Services, State Priority 1, Implementation of Standards, State Priority 2, Access to Broad Course of Study, State Priority 7. All of these metrics will allow the district to measure and monitor year to year growth of all students and students with performance gaps. The actions and metrics were selected because the district feels strongly that through evidenced based first instruction teachers will provide students the rigorous instruction necessary for students to be successful. Additionally, OSD is committed to ensuring this success by providing students research based biliteracy instruction. OSD believes the instructional practices are fundamentally important for students continue to improve academically and prepared for college and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services Access to Standard Aligned Materials	100% Fall 2020 (per Williams)	100% Fall 2021 (per Williams)	100% Fall 2022 (per Williams and local measures)		Maintain/100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Fully Credentialed Teachers	100% Fall 2020 (Census Day) CA Dashboard	97% Fall 2021 (Census Day) CA Dashboard	96% Fall 2022 (Census Day) CA Dashboard		Maintain/100% CA Dashboard
Priority 2 Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards Local Indicator	CA Dashboard Rating of 3/5 as of 2020	Local Indicators CA Dashboard Rating 4/5 as of 2021	Local Indicators CA Dashboard Rating 4/5 as of 2022		CA Dashboard Increase to a rating of 5/5
Priority 4 SBAC Language Arts	SBAC Most recent data 2019  Language Arts 29.73% Met or Exceeded -All 5.43% Met or Exceeded - EL 26.29% Met or Exceeded - SED  Mathematics 17.24% Met or Exceeded -All 4.02% Met or Exceeded - EL 14.98% Met or Exceeded - SED	SBAC 2022 Data  Language Arts 28.5 % Met or Exceeded -All 12.24 % Met or Exceeded - EL 26.50 % Met or Exceeded - SED  Mathematics 14.63 % Met or Exceeded -All 7.18 % Met or Exceeded - EL 12.95 % Met or Exceeded - SED	SBAC 2023 data pending  Language Arts Met or Exceeded -All % Met or Exceeded - EL % Met or Exceeded - SED  Mathematics % Met or Exceeded - All % Met or Exceeded - EL % Met or Exceeded - SED		Language Arts 45% Met or Exceeded -All 20% Met or Exceeded - EL 41% Met or Exceeded - SED  Mathematics 23% Met or Exceeded -All 19% Met or Exceeded - EL 30% Met or Exceeded - SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil Achievement CA Dashboard Language Arts	50.6 Average Distance from Met All Students Most recent data 2019  66.6 Average Distance from Met EL  57.9 Average Distance from Met SED  59.1 Average Distance from Met Foster Youth	Most recent data is 2019  50.6 Average Distance from Met All Students 2019  66.6 Average Distance from Met EL  57.9 Average Distance from Met SED  59.1 Average Distance from Met Foster Youth	2022 California Dashboard  All Students 55.9 Points Distance from met  EL - 70.8 Average Distance from Met SED - 61.2 Average Distance from Met Foster Youth - 101.2 Average Distance from Met Homeless - 90.8 Average Distance from Met African American - 42.1 Average Distance from Met SWD - 127.9 Average Distance from Met		11 Average Distance from Met All Students  27 Average Distance from Met EL  18 Average Distance from Met SED  20 Average Distance from Met Foster Youth
Priority 4 Pupil Achievement CA Dashboard Smarter Balanced Math	87.2 Average Distance from Met All Students 2019  97.9 Average Distance from Met EL	Most recent data is 2019  87.2 Average Distance from Met All Students 2019  97.9 Average Distance from Met EL	2022 California Dashboard  All Students 99.4 Points Distance from met  EL - 109.4 Average Distance from Met		48 Average Distance from Met All Students 2019  58 Average Distance from Met EL  54 Average Distance from Met SED



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	93.8 Average Distance from Met SED  119.3 Average Distance from Met Foster Youth	93.8 Average Distance from Met SED  119.3 Average Distance from Met Foster Youth	SED - 104.6 Average Distance from Met Foster Youth - 133.4 Average Distance from Met Homeless - 124.6 Average Distance from Met African American - 88.1 Average Distance from Met SWD - 161.6 Average Distance from Met		80 Average Distance from Met Foster Youth
Priority 4 Pupil Achievement CA Dashboard California Science Test	Science Most recent data 2019  29.93 % Met or Exceeded -All 2.90 % Met or Exceeded - EL 18.75 % Met or Exceeded - SED	SBAC 2022 Science 12.36 % Met or Exceeded -All 2.95 % Met or Exceeded - EL 10.79 % Met or Exceeded - SED	SBAC 2023 Pending		50% Met or Exceeded -All  30% Met or Exceeded – EL  40% Met or Exceeded – SED  *Updated with desired percentage outcome
Priority 4 CAA Language	English Language Arts Most recent data 2019  15.91% Met or Exceeded	CAA 2022 English Language Arts 14.13 % Met or Exceeded  Mathematics	CAA 2023 Pending		English Language Arts 2019 45% Met or Exceeded  Mathematics 40% Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mathematics 9.9% Met or Exceeded	8.28 % Met or Exceeded  Science 20.93% Met or Exceeded			*Updated with desired percentage outcome
Priority 4 STAR 360 - Early Literacy	33.2% Met or Exceeded	38.3% Spring 2022 At or Above Benchmark	June 2023 46%% At or Above Benchmark		63% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 STAR 360 - Literacy	27.2% Met or Exceeded	25.6% Spring 2022 At or Above Benchmark	June 2023 29.3% At or Above Benchmark		57% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 STAR 360 - Spanish Early Literacy	53.9% Met or Exceeded	58.2% Spring 2022 At or Above Benchmark	June 2023 62% At or Above Benchmark		75% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 STAR 360 - Spanish Literacy	49.2% Met or Exceeded	50.6% Spring 2022 At or Above Benchmark	Spring 2023 49.4%% At or Above Benchmark		75% At or Above Benchmark *Updated with revised STAR benchmark language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 STAR 360 - Mathematics	16.3% Met or Exceeded	17.3% Spring 2022 At or Above Benchmark	Spring 2023 24% At or Above Benchmark		50% At or Above Benchmark *Updated with revised STAR benchmark language
Priority 4 Pathway towards Seal of Biliteracy	2022-2021 - School Year 30% of students Local data	2021-2022 School Year 30.5% of students Local data	2022-2023 School Year Grade 5 - 34% Grade 8 - 54% Local data		70% of Students in DLI programs
Priority 4 English  Learner English Proficiency (ELPAC) CA Dashboard  English Learners Reclassification Rate  *Updated with additional data point “English Learners Reclassification Rate”	Data Source: Learner English Proficiency (ELPAC) CA Dashboard  50.4% making progress towards English language proficiency  Data Source: 2020-2021 English Learners Reclassification Rate  Grades 3-8: 6.4% Grades K-8 (All): 3.7%  *Updated with clarifying reporting language	Data Source: Learner English Proficiency (ELPAC) CA Dashboard  Will update when data is available  Data Source: 2020-2021 English Learners Reclassification Rate  Grades 3-8: 11.3% Grades K-8 (All): 6.7%	Data Source: Learner English Proficiency (ELPAC) CA Dashboard 2022  59.8 % making progress towards English language proficiency  Data Source: 2022 English Learners Reclassification Rate  Grades 3-8: Grades K-8 (All):		Data Source: Learner English Proficiency (ELPAC) CA Dashboard  80% making progress towards English language proficiency *Updated percentage  Data Source: 2020-2021 English Learners Reclassification Rate *Need reclass outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 Access and Enrollment in a broad course of study	Standard met on the CA Dashboard Source QGIS	Standard met on the CA Dashboard Source QGIS	Standard met on the CA Dashboard Source QGIS		CA Dashboard Maintain standard Met *Updated
Master Schedules	Student schedules indicate access	Student schedules indicate access	Student schedules indicate access		
Priority 8 Other Pupil Outcomes Physical fitness Test	<p>CA PFT 2020-2021</p> <p>Grade 5 58.5% Aerobic Capacity 49.2% Body Composition 46.3% Abdominal Strength 81.1% Trunk Extension Strength 50.9% Upper Body Strength Flexibility</p> <p>Grade 7 55.7% Aerobic Capacity 46.9% Body Composition 59.5% Abdominal Strength 79.7% Trunk Extension Strength 43.4% Upper Body Strength 79.5% Flexibility</p>	<p>CA PFT 2021-2022 Measurement changed post COVID to only include Participation Rate Data maintained locally</p> <p>Grade 5 95% Aerobic Capacity ELIMINATED Body Composition 95% Abdominal Strength 96% Trunk Extension Strength 95% Upper Body Strength 96% Flexibility</p> <p>Grade 7 95% Aerobic Capacity ELIMINATED % Body Composition 93% Abdominal Strength 93% Trunk Extension Strength</p>	<p>CA PFT 2022-2023 Participation Rate of students in Grades 5 and 7</p> <p>Grade 5 96% Aerobic Capacity ELIMINATED Body Composition 95% Abdominal Strength 97% Trunk Extension Strength 96% Upper Body Strength 97% Flexibility</p> <p>Grade 7 93% Aerobic Capacity ELIMINATED Body Composition 93% Abdominal Strength 92% Trunk Extension Strength 93% Upper Body Strength 92% Flexibility</p>		<p>CA Dashboard-PFT</p> <p>Grade 5 62% Aerobic Capacity 60% Body Composition 58% Abdominal Strength 90% Trunk Extension Strength 57% Upper Body Strength Flexibility</p> <p>Grade 7 64% Aerobic Capacity 56% Body Composition 66% Abdominal Strength 90% Trunk Extension Strength 52% Upper Body Strength Flexibility</p> <p>*Updated outcomes</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		95% Upper Body Strength 96% Flexibility			
K-8 District. High School dropout rate, graduation rate, UC A-G requirements, CTE pathways and AP do not apply.	N/A	N/A	N/A		N/A
Priority 5 Pupil Engagement Middle School Drop Out Rate	CALPADS - Fall 1, Report 8.1c indicates 2 drop outs/5227 total enrollment which = .0004% drop out rate.	2021-2022 CALPADS Fall 1, Report 8.1c indicates 2 drop outs/5087 total enrollment which = .0004% drop out rate.	2022-2023 CALPADS Fall 1, Report 8.1c for 22-23 indicates 0 dropouts.		CALPADS  0% Dropouts  *Updated data source

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	3 professional learning days	<p>Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Given this percentage creating a program that addresses interventions alone will not suffice. The Oxnard School District strongly believes that best first instruction will have the greatest impact on improving the outcomes for these students. In order to do this; the district will be providing staff 3 additional professional development days to staff before the start of the school year. These days will focus on:</p> <ul style="list-style-type: none"> <li>• Social and Emotional programs and strategies</li> <li>• Mathematics and Balanced Literacy</li> </ul>	\$2,835,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Evidenced based instructional strategies</li> <li>District programs and resources aligned to instruction</li> </ul> <p>These actions will increase services for unduplicated students by improving teaching and learning focused on rigorous grade level standards.</p> <p>Teacher Extra Time:</p> <p>Resources:</p> <p>Contracts:</p>		
1.2	Student Literacy Interventions	<p>Oxnard School District's unduplicated students are some of the lowest performing student groups on state and local assessments. . The district will design and deliver developmentally appropriate high-quality literacy and content instruction with a challenging and engaging curriculum that is responsive to the cultures, languages, identities, and lived experiences of Oxnard's students, has a strong literacy engagement component, scaffolds instruction, activates students' multilingual repertoires, and builds academic language across the curriculum. This design will include a comprehensive and multi-tiered system to support all students.</p> <p>Literacy Intervention teachers will be provided for all K-8 and elementary schools in order to provide evidence based literacy intervention.</p> <p>Middle School's will receive Literacy Intervention Extra Period, Grades 6-8</p> <p>Intervention teachers will utilize Leveled Literacy Intervention (LLI) Program and Reading Horizons. This program will require training staff and purchasing the necessary material and resources to support a successful implementation . LLI is a research- based supplementary intervention system designed to help teachers design powerful daily</p>	\$2,658,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>small group instruction for the lower achieving students in the early grades.</p> <p>LLI Professional Learning will provide Literacy Intervention teacher training on LLI, specifically on the overview of the lesson framework, assessing and grouping students, teaching within the LLI lessons, using the prompting guide, understanding the demand of texts and documenting progress.</p> <p>In addition, this will include all interventions for students receiving Special Educaiton services outside of the core curriculum.</p>		
1.3	Development in Literacy	<p>Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students and will be used to dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.</p> <ul style="list-style-type: none"> <li>• This action is designed to build the collective capacity to improve first instruction in literacy through continued funding of subject-expert leaders, teacher supports through collaboration , and professional development</li> <li>• Implement 1st -8th Grade interim assessments.</li> <li>• Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum and grade level standards</li> <li>• The additional professional development increases the effectiveness of teaching state standards.</li> <li>• All professional development includes components designed to improve teaching of English language learners.</li> </ul>	\$417,270.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Professional Development focused on Balanced Literacy provided by consultants to help teacher leaders.</li> <li>Teachers and site administrators will be provided the guidance and support to design and implement effective lessons that yield high-impact literacy instruction for all students.</li> <li>Lexia Core 5 and Power Up Subscriptions 3 Year License Subscription will support students' literacy development in combination with first instruction.</li> <li></li> </ul>		
1.4	Continue expansion and refinement of District Dual Language Programs	<p>English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Language Immersion Programs remove barriers while providing access to the core curriculum in the primary language. The district will continue to develop coherent TK-8 multilingual pathways so that all students are able to achieve competency in a second.</p> <ul style="list-style-type: none"> <li>An expansion of a well established English learner program</li> <li>The program increases English literacy while maintaining the primary language</li> <li>The expectation is that students are prepared to receive the pathway to the Seal of Biliteracy Award.</li> </ul> <p>Currently the Oxnard school District has 10 Dual Language schools, ranging in grades Kinder -8th grade. Nine of the programs follow the 50-50 model and one program follows an 80-20 model.</p> <p>The District has embarked on a redesign of the Dual language Programs by converting the programs to school wide programs rather than strands within the school. The district is currently entering the 4th year of redesign and anticipates full implementation by the year 2024-2025. In order to effectively carry out this vision, the district has developed a comprehensive staff development and support plan that includes district and site leaders, teachers, parents and support staff.</p>	\$956,055.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments		
1.5	Development in Mathematics	<p>Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students.</p> <ul style="list-style-type: none"> <li>• This action is designed to build the collective capacity to improve mathematics instruction through continued funding of subject-expert staff leaders, teacher supports through collaboration, and professional development</li> <li>• Implement 1st -8th Grade interim assessments Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum and grade level standards</li> <li>• The additional professional development increases the effectiveness of teaching state standards.</li> <li>• All professional development includes components designed to improve teaching of English language learners</li> <li>• Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom adopted math curriculum and training on the implementation of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments</li> </ul> <p>In addition to first instruction, the district will provide students support with a Tier two math intervention program that will be targetd for students who are performing below grade level as part of the districts Rtl process.</p>	\$1,475,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Expansion of Learning Opportunities	<p>Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. Expanded Learning Opportunities for out of school time are an effective way to supplement students instructional program rather than supplant. This action will provide unduplicated students more time in school, with adults providing academic support, social and emotional support, enrichment and intervention opportunities. These supports include but are not limited too access to counselors, the arts, fieldtrip opportunities etc. The goal of this action is to expand learning opportunities to include a nine hour school day which involves before and after school activities.</p> <p>We have three zones in our district. Each zone has a different school start time. Zone 3 has the latest start time which creates a need for a before school program. This program will support the academic, enrichment and SEL needs of students before school. Students will have the opportunity to have breakfast an activity and a positive start to their day.</p>	\$16,077,124.00	Yes
<b>1.7</b>	Student Technology Access and Annual Refresh	<p>Experience has shown that low-income students do not have reliable access to technology, and to fully prepare students for college and career it is critical to include consistent use of technology in the classroom. In order to do this, the district will integrate technology teaching and learning across the curriculum so that every student in grades TK-8 develops sufficient technological competency to use technology effectively to learn, create, innovate, and communicate across content areas and disciplines. The district must maintain a district-level department to support the 1:1 device program implemented in all Pre-school-8th grade classrooms. The Technology Services Technicians provide educational technology support to students, staff, and families at all 21 school sites in support of the Districts 1:1 Device Program.</p>	\$5,192,989.00	Yes



Action #	Title	Description	Total Funds	Contributing
		This action includes replacing lost, damaged, and obsolete classroom and student technology. This includes the cost of student wifi hotspots, device management software, and refreshing aging devices to support the Districts 1:1 device program as needed for student-centered and project-based instruction to increase student achievement in Math and ELA.		
1.8	Further Develop Early Childhood Education	<p>Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. The Oxnard School District will offer Universal Transitional Kindergarten (UTK) to all 4-year old students starting in the 2022-2023 school year.</p> <p>In order to maximize the effectiveness of services and adhere to new UTK mandates, District will assign Preschool Teachers to UTK classrooms to meet adult/child ratios and to assist in the delivery of high quality and developmentally appropriate instruction to young learners.</p> <p>Classrooms environments will be furnished with developmentally appropriate equipment and classroom materials to meet the UTK mandates and the needs of younger students.</p> <p>All Kinder classes will be provided with a paraprofessional to support differentiation of instruction to meet the needs of diverse learners.</p> <p>In order to effectively deliver instruction, TK and Preschool Teachers will be provided with professional development on all new UTK instructional mandates, including Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Professional Development will also include Developmentally Appropriate instructional Practices in the delivery of current District adopted TK curricula.</p> <p>In order to effectively deliver instruction, TK and Preschool Teachers will be provided with professional development on all new UTK instructional mandates, including Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Professional Development will also include</p>	\$6,015,764.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Developmentally Appropriate instructional Practices in the delivery of current District adopted TK curriculum.</p> <p>Through collaboration with CA Education Partners, early childhood education teachers will be provided with opportunities for site-based supports that will allow teachers to observe classroom instruction, and in grade level and vertical collaboration guided by coaches, use observations and a variety of sources of data make instructional decisions that guide their use of evidence-based practices.</p> <p>The Oxnard School District is committed to ensuring early childhood education is aligned to elementary education. To support this the District will provide opportunities of on-going collaboration between Preschool teachers and elementary teachers. Articulation between Preschool - 3rd grade teachers provides an opportunity to share grade level goals and expectations in order to effectively design and deliver lessons appropriate to the academic needs of their students and to support trajectory of growth/learning between grade levels.</p> <p>To facilitate the transition for students, the District provides a summer learning program called Ready, Set, Go! Pre-school Kinder transition/School Readiness. This is a 4-week opportunity for incoming Kindergarteners targeting students without prior preschool/TK experience. Focusing on Language Arts, Mathematics, and STEAM. Pairing Kindergarten and Preschool Teachers to facilitate summer sessions. Includes salaries, benefits, instructional materials and supplies.</p> <p>Early Childhood Education (ECE) Department personnel - The ECE Department organizes and oversees early childhood education services, including the roll-out of UPK/UTK programming, Preschool-3 grade alignment and collaboration, Ready, Set, Go! summer program, professional development and instructional support, family supports and wrap around services, partnerships with local early care providers, and ECE related activities. Personnel includes Director, Administrative Assistant, Office Assistant II, one (1) TOSA, two (2) Family Liaisons, and one (1) IT Tech to serve San Miguel and TK classrooms across the district.</p>		

Action #	Title	Description	Total Funds	Contributing
1.9	Implementation of State Standards	<p>The District's professional learning is anchored in the California English Language Arts (ELA)/English Language Development (ELD) and Mathematics Frameworks and targets the implementation of integrated and designated ELD instruction.</p> <p>Oxnard School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low-income students.</p> <p>To support the goals and objectives of the District, There is a need to have Central Office Staff in the Educational Services Department . This includes:</p> <p>Department of Curriculum, Instruction, Assessment and Accountability  Manager Mathematics &amp; Physical Education  Science Instructional Specialist  2 Instructional Technology Teachers on Special Assignment  2 English Learner Teachers on Special Assignment  1 Consulting Teacher</p> <p>The overarching goal of the consulting teacher is to provide support for teachers and to help them develop their capacity, as defined by the California Standards of the Teaching Profession. The consulting teacher will support and assist teachers with improving instructional performance.</p> <p>Teachers on Special Assignment will develop their knowledge on best instructional practices (Planning/Balanced Literacy)  Teacher Collaboration and planning for Middle School teachers  50,000</p> <p>Implementation of state standards includes teaching and learning around Human Growth and Development and Physical Education</p>	\$1,618,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Data Management Systems to Support Implementation of District standards	<p>Oxnard School District's unduplicated population are some of the lowest performing student groups aon state and local assessments. These funds will be principally directed towards meeting the needs of unduplicated students. This action allows for the continuous monitoring of student achievement to inform instructional practices:</p> <ul style="list-style-type: none"> <li>• The district will continue to use Ellevation for reclassifications, monitoring and tracking interventions for English language learners, and training for teachers and administrators.</li> <li>• The district will purchase and maintain a student data management system (such as Illuminate) to manage assessment data to create disaggregated reports in order to accurately monitor student progress in inform instructional actions, including intervention and enrichment.</li> <li>• Provide professional development to district and site administrators and teachers on use of SDMS.</li> </ul> <p>Doc-Tracking Document Template System, Maintain templates for required documents (including translation) such as: LCAP, SPSA, CSSP, SARC.</p>	\$629,730.00	Yes
1.11	Expansion of District GATE program and Specialized Programs	<p>Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs.</p> <ul style="list-style-type: none"> <li>• Universal screening at the end of Second grade for all students</li> <li>• Professional learning focused on strategies for accelerated learners</li> <li>• Summer professional learning</li> <li>• Summer professional institute for AP for teachers</li> </ul> <p>Additionally for unduplicated students it is important to provide access to classes that prepare them for college opportunities. The District will</p>	\$973,065.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>accomplish this by supporting AVID classes at al middle schools and AVID Excel for English Learners.</p> <p>The Youth Cinema Project provides enrichment standard-aligned opportunities for students to prepare for college and career.</p> <p>These programs will be supported and overseen by the Director Enrichment and Specialized Programs.</p> <p>As a result of this action, more low income, English learners and foster youth will attend a four year college or university As a result of the services listed above more unduplicated students will be successfully involved in these accelerated programs</p>		
1.12	Expanded Summer Learning	<p>Oxnard School District's unduplicated population are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards meeting the needs of unduplicated students. Unduplicated students benefit from additional time school with a variety of learning opportunities. OSD is planning a robust Summer School program. The Summer Writing, Science and Math Camp is a full day program and is offered to students in Grades K-8. The program is run with the support and planning of credentialed teachers to run an enrichment based academic program in the morning with the afternoons operated in partnership with our Afterschool program. The program will operate for one month of the summer. Transportation will be provided district wide to ensure access for all students.</p> <p>These actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments</p>	\$2,310,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.13</b>	Special Education	<p>Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Special Education Department serves grades Pre-School through 8th many who are part of the unduplicated student group.</p> <ul style="list-style-type: none"> <li>• Academic Services</li> <li>• Social and Emotional Services</li> <li>• Mental Health Services</li> <li>• Alignment with General Education</li> <li>• Specialized Curriculum</li> <li>• Programs to serve students across the special education continuum</li> <li>• </li> </ul>	\$7,904,000.00	Yes
<b>1.14</b>	Equity and Access	<p>Oxnard School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study.</p> <p>All Middle Schools provide a broad course of study for students by ensuring that all unduplicated students have access to electives, core classes and intervention by adding an intervention period at the end of the day.</p> <p>Each comprehensive middle school will have 3 additional periods per grade level in order to provide intervention support for students. The teachers teaching these periods will work closely with each English language arts and math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery.</p> <p>Additional supports include:</p> <ul style="list-style-type: none"> <li>• Schools offer students a variety of electives including, but not limited to music teachers, art elective teachers.</li> </ul>	\$372,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Coaching for Equity Professional Learning for TOSAs. In line with the district's mission and vision, all teachers on special assignments will develop their knowledge of equitable practices and how to transfer such knowledge to their day to day practice.</li> </ul> <p>The Manager of Equity, Family and Community Engagement supports district wide work related to fostering equitable learning environments and opportunities for all students, especially students of color; designs and manages programs to engage families at both the school and district levels as partners for the purpose of supporting the academic and social-emotional wellbeing of all students; promotes school and district programs within the community; develops partnerships with local organizations; facilitates open forums for a variety of Educational Partners.</p>		
<b>1.15</b>	Recruitment, Selection and Retention of Human Capital	<p>The Oxnard School District beliefs that it will accomplish the district mission "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities" by</p> <ul style="list-style-type: none"> <li>Recruiting and retaining exceptional people</li> <li>Establishing strategic Work: Recruitment, Selection, Retention and Operations</li> <li>Maintaining labor relations with three associations.</li> <li></li> </ul>	\$841,076.00	Yes
<b>1.16</b>	Instructional Resources and Supports	<p>Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. These student groups Provide district adopted and supplemental textbooks/instructional materials to support instruction.</p>	\$367,001.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>District-wide Assessments and Reading Programs (Renaissance: Star/AR/MyON). Use the Renaissance Star 360 Program district wide as an assessment tool to identify students for intervention placement and leveled instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Administration occurs at least 3 times a year. Use of the Accelerated Reader Program will support reading comprehension and fluency. Use of the MyON program will support reading comprehension through access on 1:1 devices at home, with or without internet access. Professional development to support Star/AR/MyON.</p> <p>TK- K Para educators</p> <p>OSD will provide tutoring for students that struggle with educational continuity and academic growth due to the impermanence of their housing. Tutoring will improve English Language skills, including reading, phonics, vocabulary, conversational English, and Math.</p> <p>269,120</p>		
1.17	Support of Diverse and Inclusive School Libraries	<p>Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning. The district will expand site, classroom, and home primary language libraries and libraries that embrace diversity and inclusion and support their use in the classroom and at home.</p> <ul style="list-style-type: none"> <li>• Library Technicians at elementary schools will be maintained.</li> <li>• Access to diverse titles for students including titles in multiple languages.</li> <li>• Access to technology through the library will continue to be provided for students who may not have access to technology at home</li> </ul>	\$990,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home</li> </ul> <p>The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.</p>		
1.18	Implementation of State and Local Assessments	<p>Implementation and support of required State testing district-wide for CAASPP, PFT and ELPAC. Initial ELPAC occurs in the fall. CAASPP, PFT and ELPAC Summative occurs in the spring.</p> <p>The Testing Coordinator helps manage all district and state required assessments, provides technical support to staff.</p> <p>CA Spanish Assessment (CSA) Focus Group, Bring 3-8th grade DLI teachers to discuss the best approach to implement the CA Spanish Assessment for students enrolled in the district's biliteracy program. Students in 8th grade who have participated in the district's DLI program will have the option of registering for the AP Spanish Language Exam.</p> <p>AP Spanish and Language Examination, \$13,000.00</p>	\$343,350.00	Yes
1.19	Professional Learning to prepare staff for implementation of state standards	<p>Coordinate with all Oxnard School District departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators, and classified staff. These training will support the district's strategic plan and further develop the student and staff profile.</p> <p>These trainings will include District Administrators, teachers and staff the opportunity to attend the yearly CAFE and other conferences conference which focuses on the most current research and best practices to meet the needs of second language learners. Best practices will be shared with teachers and administrators through</p>	\$589,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meetings, collaboration opportunities, model lessons, and support with lesson design and delivery.		
<b>1.20</b>	Developing Human Capital	<p>Implement a coherent professional development program for teachers, support staff, and administrators designed to improve the district's capacity to implement the strategic plan recommendations.</p> <p>New Teacher Orientation provides necessary information and resources to teachers who are new to the district to support them in instruction and as employees. Specialized training is provided to Special Education teachers. The Orientation is coordinated between Educational Services and Human Resources and is provided before the start of the school year.</p> <p>Curriculum Council ensures that communication is two-way with staff, this forum allows for teachers to receive the information they need on a regular basis</p> <p>Training for Substitute Teachers</p> <p>Training for Classified Staff</p>	\$426,158.00	Yes
<b>1.21</b>	Maintain District Learning Management System	<p>Canvas</p> <p>Canvas is a classroom software program for all students in grades PK-8, families and staff that is used to organize and present online learning material, assess and supports student learning and have students engage in courses where they can receive feedback about skill development and learning achievement. Canvas provides avenues to support UDL and collaboration of students and staff. This goal supports the district's student profile by providing a platform that creates 21st Century ready students.</p>	\$282,481.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.22</b>	English Language Learners Support and Services	<p>English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. It is important that within the category of English Learners we acknowledge and differentiate for the various typologies that exist. In order to support their academic growth the following are necessary:</p> <p>Implementation of English Learner curriculum and resources</p> <p>Newcomer Academies, to maintain Newcomer teachers and paraeducators, provide professional development and teacher collaboration related to the program and to purchase support materials and/or technology as well as other resources to support student acquisition and development of English and math skills.</p> <p>Interventions opportunities</p> <p>Migrant Education support services</p> <p>These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.</p>	\$819,168.00	Yes
<b>1.23</b>	Additional Teachers Above Base Staffing	The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff.	\$4,120,000.00	Yes
<b>1.24</b>	School Site Allocations to be Prioritized by School Site Council	The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics.	\$5,308,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth</li> <li>• Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students</li> <li>• Site personnel work with School Site Councils to inform educational partners of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students</li> <li>• Each School Site Plan (School Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students</li> <li>• Products and services provided specifically for unduplicated students through the site plans include: <ul style="list-style-type: none"> <li>o Supplemental materials and technology</li> <li>o Academic interventions and supports</li> <li>o Supplemental counseling and psychological services</li> <li>o Staff for attendance support</li> <li>o Parent involvement support</li> <li>o Bilingual office staff</li> </ul> </li> <li>• School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement</li> <li>• Developing a site-based plan for English learners is a specific requirement of the site planning process</li> <li>• The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>Dashboard, required LCAP metrics and local LEA metrics. Each site has specific deficits as measured by this variety of metrics, Oxnard School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Oxnard School District.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>1.25</b>	Maintain 24:1 TK- 3rd Grade Average	With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 1 class size average is now a requirement by legislation. Class sizes in the district will continue to be maintained at a 24 to 1 ratio, and the investment will be reflected in the Base Instruction action within the LCAP.	\$0.00	
<b>1.26</b>	Maintain Additional Services for Students at Risk of being Expelled	<p>Students at risk of being expelled need significant supports.</p> <ul style="list-style-type: none"> <li>• The three comprehensive middle schools will maintain Opportunity classes for grades 6-8.</li> <li>• Students in 6th – 8th grade with significant behavioral issues are provided in-depth academic and social-emotional support.</li> <li>• Cross disciplinary professionals work together to address chronic absenteeism</li> <li>• Maintain individual counseling program to reduce peer conflict and emotional outbursts</li> <li>• Anger management</li> <li>• Grief counseling</li> <li>• Close monitoring of grades and academic interventions</li> </ul> <p>As a result, low income students will improve attendance, decrease suspension rates and chronic absenteeism</p>	\$466,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.27	After School Tutoring	<p>Oxnard School District's low income student populations are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> <li>• Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary and middle schools to increase academic achievement</li> <li>• After school tutoring programs impact student achievement, especially for at-risk students</li> <li>• In one study the benefits of an afterschool tutoring program included increased student achievement, a higher selfesteem, more participation in class, and an increase in homework completion (Baker, Reig, &amp; Clendaniel, 2006)</li> <li>• This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.</li> <li>•</li> </ul>	\$104,000.00	Yes
1.28	Instruction	<p>Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success.</p> <ul style="list-style-type: none"> <li>• All costs associated with the delivery of instruction to students</li> <li>• All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, and middle) enrollment, and the size of the campus</li> <li>• All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities.</li> <li>•</li> </ul>	\$49,356,751.00	Yes
1.29	Textbook Adoptions	<p>Adopt and purchase new core textbooks in subject areas as the State Board of Education approved frameworks, assessments and instructional materials are made available. Consideration for English Learners, Special Education students and those in Dual Language</p>	\$3,306,090.00	Yes



Action #	Title	Description	Total Funds	Contributing
		Programs are part of the adoption process. Purchase any replacement materials.		
<b>1.30</b>	Tier 3 and Special Education Interventions	<p>Specialized Interventions for students at risk and for students receiving special education services:</p> <ul style="list-style-type: none"> <li>• Reading Intervention Supplemental Curriculum Reading Horizons</li> <li>• ST math Intervention for Sped</li> <li>• Teacher Leader trainings for implementation of professional development across subject</li> <li>• Placement for high need and at-risk identified student in special education</li> <li>• Unique – Moderate Severe Curriculum</li> <li>• Instructional and behavioral support</li> <li>• </li> </ul>	\$2,248,900.00	Yes
<b>1.31</b>	Supporting Cultural Proficiency and Focus on Equitable Practices	The district will build teacher and leadership capacity in cultural proficiency and effective school-family engagement by providing professional development opportunities, such as webinars, workshops, literature review/book study, and/or summer P.D. This action is principally directed towards preparing staff to better meet the needs of unduplicated student groups.	\$53,000.00	Yes
<b>1.32</b>	Developing Educational Leaders	Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. To address the needs of students, school leaders are responsible for establishing equitable practices in our schools to ensure high leverage instructional practices are being used. For a school leader to be successful in their role, they need to lead the way in driving teaching and learning outcomes. This involves setting expectations about the school's learning practices and ensuring the organization's values and	\$152,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>behaviors focus on improving student success. School leaders require the professional development in the following areas:</p> <p>Developing instructional equity for student success  Data driven decision making  Creating school cultures through equity lens  Universal Design for Learning practices  Implementation of MTSS</p> <p>This action is principally directed towards meeting the needs of unduplicated student groups.</p>		
<b>1.33</b>	Independent Study Program - No longer implemented during the 23-24 school year	<p>The Independent Study program provides an optional, alternative instructional program for students whose needs may be best met through study outside of the regular classroom setting (OSD Board Policy 6158). Independent Study offers a means of individualizing the educational plan to serve students who desire a challenging and alternative educational experience or whose health or other personal circumstances make classroom attendance difficult.</p> <p>Students in the Independent Study program work under the guidance of a teacher to complete assignments independently. Components of the Independent Study program are provided online or in person, with arrangements made in advance. As part of the method of study, students in grades TK – 3 are required to attend daily, synchronous instructional meetings with the teacher either in person or via internet or telephonic communication. Students in grades 4 – 8 are required to attend daily live interaction meetings with LEA classified or certificated staff to maintain school connectedness and synchronous instruction meetings with the teacher for the purposes of classroom instruction at least once per week.</p>	\$0.00	

Action #	Title	Description	Total Funds	Contributing
<b>1.34</b>	Middle School Collaboratives focused on the development of the OSD Student Profile	Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. OSD will create a middle school task force to collaboratively assess, review the current middle school programs to ensure alignment of standards based instruction, assessment, curriculum and professional development. to support the characteristics of the OSD Student Profile and improve student achievement, mastery of standards and college and career readiness.	\$151,600.00	Yes
<b>1.35</b>	District Wide Banking of Minutes	Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Given this percentage creating a program that addresses interventions alone will not suffice. The Oxnard School District strongly believes that best first instruction will have the greatest impact on improving the outcomes for these students. In order to do this, the district will be implementing Banking of Minutes districtwide. One day a week (Wednesdays), additional instructional minutes are “banked” to create a common planning time for staff. Students will be released from school one hour earlier on Wednesdays. Instructional minutes remain the same, according to California State mandates. During this hour the staff is involved in focused collaborative instructional planning.	\$1,954,940.00	Yes
<b>1.36</b>	Oxnard Empowers - Implementation Of Strategic Plan	The purpose of this action is to design and implement a vision-focused and action oriented strategic plan for OSD that articulates a powerful vision of the future we want for our district and our community. A plan that clearly describes how we will engage all Oxnard students in high-level multilingual learning opportunities that prepare them for success in a global 21st Century environment.	\$81,000.00	Yes
<b>1.37</b>	CSI Support for Fremont Academy	Fremont Academy has been identified as a CSI school due to the level of student performance for 4 out of the 5 indicators on the California	\$165,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Dashboard: Chronic Absenteeism (very high), Suspension Rate (very high) and Academics (very low for both ELA and Math). ESSA, Section n 1003 provides funding to schools to be spent on CSI strategies and/or activities directly related to the following school improvement activities: capacity building and plan development and implementation, which includes: partnering with educational partners; conducting needs assessments and root cause analysis; identification/development of evidence-based interventions, strategies, and/or activities; using data to develop, implement, monitor &amp; evaluate improvement efforts and reviewing/identifying resource inequities.</p> <p>In order to address the factors which have contributed to this performance, and to meet the requirements for CSI funding, OSD will contract with Orenda Education. They will provide guidance, support and professional development for Fremont's school team to build and refine systems and practices that are grounded in equity, driven by data, and sustained through collaborative learning.</p>		
1.38	Expansion of the Arts Program	<p>Oxnard School District's unduplicated student groups are among the lowest-performing student groups on state and local assessments. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. In alignment with the OSD Strategic Plan and Student Profile, the district will establish opportunities for all students to participate in comprehensive and coherent visual/performing arts (VAPA) learning as part of the core curriculum.</p>	\$0.00	

## Goal Analysis [2022-23]

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.

The 2022- 2023 LCAP plan for Goal 1 was carried out as planned. Unlike the previous year, we were able to secure substitutes and provide professional development for all our staff members. There were a few areas that required some adjustment to scheduled plans. Efforts to improve student achievement in Mathematics this year focused on the implementation of Tier 2 Intervention for 6-8 Math (DreamBox) and with Cognitively Guided Instruction professional learning and in-class coaching for TK-5 from UCLA and California EdPartners. The implementation of Dreambox began mid-year and is primarily used in the afterschool Tier 2 Math Intervention Lab on campuses with 6-8 students.

OSD supported the instructional use of supplementary math curriculum to support our outdated adopted curriculum. This supplemental curriculum (Zearn platform with Engage New York for K-5, and Desmos for 6-8 Math) provides much-needed rigor and pedagogically sound instructional practices that utilize the 8 Standards of Mathematical Practice. The voluntary implementation of both programs began in January 2023. Pacing guides align the content and standards of the OSD-adopted math curriculum and the new supplemental curriculum.

ST Math is still implemented districtwide TK-8 as Tier 1 instruction for all students. A Dose-Correlation study conducted with data explicitly from OSD students' use of ST Math and STAR Renaissance's District Benchmark Exam, concluded that for every 1000 ST Math Puzzles solved, an OSD student's scale score improved by 12 points. Most ST Math grade-level journeys contain 3000+ puzzles.

In addition to the curricular and program supports, one MS Math TOSA was added mid-year to support the implementation of the various programs and the pedagogical practices required for successful instruction.

Mathematics instruction continues in 2023-24 with all of the above instructional programs and the UCLA partnership for CGI. Currently, the seven SEI school sites received UCLA coaching. The 2023-24 school year will continue with these seven SEI sites and the addition of 2 DLI sites.

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.

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

As indicated in the general information of this LCAP, the goal of the district is to improve student outcomes by developing and supporting instructional practices in the classroom. We are confident that the quality and level of professional learning provided to both administrators and teachers will reap positive outcomes. Our current benchmarks indicate a small percentage of growth on standardized assessments but we feel strongly that this small growth will lead to much stronger results in the out years.

The continued expansion of the Dual Language Program is demonstrating progress towards the goal. At this time the recent benchmark data demonstrates improvement in Spanish literacy.

The focus on continuing to develop and improve mathematical practices is also demonstrating movement toward goals. Though the movement in benchmark data is in small increments, the practices are improving and OSD remains optimistic that through deliberate and intentional focus the gains will begin to be larger.

In the Spring of 2023, a 6-week burst of gate activities was offered to students in grades 3-6. The activities include chess, marine biology, fashion design, the science of sports, and cooking. The summer program and ESY served approximately 1,200 (started with 1,423) students during the month of July. This category of “summer” includes intersession offered throughout the year to meet the 30-day obligation. The program has offered Weekend opportunities through field trips and enrichment experiences

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.

With the adoption of the Oxnard Empowers Strategic Plan, the goal of the district is to stay focused on the actions previously started and see programs to completion. The only new addition to this goal is the work with Fremont School and its CSI status. Additionally, OSD has entered a partnership with California Education Partners focused on examining, analyzing and improving our Middle School transition to high school for all OSD students.

**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	This Broad Goal Addresses Engagement and the Conditions of Learning and Climate. The Oxnard School District will ensure all students will continue to be provided with programs and services that contribute to their well-being, safety and connectedness.

An explanation of why the LEA has developed this goal.

This goal was developed because the Oxnard School District is committed to addressing the needs of the whole child. Approximately 91% of the students enrolled are considered socio-economically disadvantage, many of these students are impacted by trauma and poverty. In order for our students to be prepared and able to learn, the district must ensure that students have the necessary resources to be successful. To better serve our students and community and to ensure that every student has equitable access district resources will be used to support the social emotional needs of students, the wrap around services necessary for both students and their families so that achievement opportunities can be addressed. Though this goal has always been important, the impact of COVID-19 has been life changing for many families and in particular for families living in poverty. More than ever there is an urgency to address the social emotional needs of all students and in particular students experiencing homelessness, foster youth, English Learners and students receiving special education services. The 2022 Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Student Engagement, State Priority 5, Conditions and Climate, State Priority 6.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Panorama Survey - Students	Panorama Survey Results 2020-2021 Sense of Belonging Grades 3-5 67.6% Responded favorably Grades 6-8 57.58% Responded favorably	Panorama Survey Results 2021-2022 Sense of Belonging Grades 3-5: 66% Responded favorably Grades 6-8: 43% Responded favorably	Panorama Survey Results 2022-2023 Sense of Belonging Grades 3-5: 68% Responded favorably Grades 6-8: 41% Responded favorably		Sense of Belonging Grades 3-5 90% Responded favorably Grades 6-8 90% Responded Favorably
Priority 5 Chronic Absenteeism	2019 CA Dashboard	2021-22 CA Dashboard	22-23 Pending Results		CA Dashboard



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard	7.7% All students 6.4 % English Learners 12.8% Foster Youth 19.7% Homeless	Data was updated fall 2022  28.8% All students 27.1% English Learners 44.4 % Foster Youth 31.2% Homeless			Less than 2.5% All students Less than 2.5% English Learners 2.5% % Foster Youth less than 9% % Homeless
Priority 5 Attendance rates	Local Data  2019 Attendance rates 96.05%	Local Data  2021- 2022 Attendance rates 91.49%	Local Data  2022-2023 Attendance rates 92.04%		Local Data  Attendance rates 98%
Priority 6 Suspension Data	2019 CA Dashboard 3.2% All Students 2.2% English Learners 14% Foster Youth 4.3% Homeless	2022 CA Dashboard 4.7% of All Students 3.6% of English Learners 17.2% of Foster Youth 6.1% Homeless 4.8% African American 7.0% SWD  Local data 3.75 All Students 2.75% of English Learners 15.79% of Foster Youth	2023 Pending Results from CA Dashboard  Local data 6.2% All Students 3.6% English Learners 9.5% Foster Youth 4.9% Homeless 6.7% African American 5.6% SWD		CA Dashboard  .5 % All Students .5 % English Learners .5 % Foster Youth .5 % Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		4.14% Homeless			
Priority 6 Expulsion Rates	2020-2021  .02%	2021-2022  .02%	2022-2023  .00002%		0%

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Child Nutrition	Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment, as well as having some of the lowest attendance rates. When students are in school it is important that they have all conditions necessary to help them learn. Knowing the importance of this OSD provides healthy breakfast, lunch, snack, and supper meals to students to enhance their ability to learn. Supplement the Child Nutrition programs with contributions from the General Fund as necessary. This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.	\$0.00	
2.2	Improve opportunities for student connectedness	<ul style="list-style-type: none"> <li>Homeless and Foster Youth Transportation. Provide transportation for students who are in foster placements so that they can remain at their home school and participate in enrichment programs.</li> <li></li> </ul> <p>Cost of Transportation services is included in Goal 4.</p>	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Student Attendance	<p>Some low income students, students experiencing homelessness and foster youth exhibit irregular attendance which affects academic performance. In order to assist with absenteeism outreach and truancy prevention with full-time Attendance Technicians at all schools. Thrive (SARB/ Truancy Reduction) County of Ventura. The County of Ventura provides support to the district SARB team on a monthly basis. An Assistant District Attorney meets with the SARB team to review truancy cases and provide support to families to reduce absences.</p> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p>	\$1,683,645.00	Yes
2.4	Social and Emotional Supports	<p>Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment.</p> <p>Multi-tiered System of Support (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, designed to support their specific needs.</p> <p>Tier I: Universal interventions provided for all students.</p> <p>Tier II: Targeted short-term interventions provided to some students in a small group setting.</p> <p>Tier III: Intensive longer-term interventions provided to a few students usually in an individual, one-on-one basis.</p> <p>MTSS leverages the principles of RTI and PBIS and further integrates a continuum of tiered system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. A well implemented MTSS structure will more accurately identify students in need of special education services by monitoring how well an individual student responds to interventions. If it is determined that a student does have a disability which presents a learning barrier, an</p>	\$6,498,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>IEP will more accurately reflect present levels and services necessary to meet student goals based on prior interventions.</p> <ul style="list-style-type: none"> <li>• 23 school Counselor positions to service school sites districtwide and provide site based behavioral analysis and support for students TK-8th grade.</li> <li>• Director of Pupil Services and support staff</li> <li>• Community Liaison to support students experiencing homeless and foster youth</li> <li>• 20 Outreach Specialist assigned to each school site</li> <li>• Therapeutic Counselor (outside contract) to provide Licensed Marriage and Family Therapist (LMFT) counseling services to support intensive student needs.</li> <li>• County of Ventura, HSA Social Workers. The district contracts with the County to provide a social worker at two school sites to support students and families. Social workers collaborate with administrators, counselors, ORCs, and Family Liaisons to support families at their home school and schools in the area.</li> </ul> <p>The implementation of these supports will be monitored using Panorama as well as other indicators including the California Dashboard.</p> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p>		
<b>2.5</b>	Health and Welfare of students	Some low income students, students experiencing homelessness and foster youth lack resources and often miss school due to health and welfare factors. This action principally supports these groups of students and provides resources to address health and welfare needs.	\$1,480,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Supplemental Health Care Technician/LVN services</li> <li>• Contracted staffing services to ensure that health offices are staffed at each school site.</li> <li>• Provide Health Assistants and/or Health Care Technicians (LVNs) at each school site with oversight from district nurses ensuring student safety and health across the district.</li> <li>• Palmer Drug and Alcohol Prevention. PDAP provides individual and group substance abuse counseling sessions for students based on requests from school staff. Sessions focus on awareness of personal strengths, importance of health choices, the dangers of drug and alcohol use and social skills for seeking positive peers.</li> <li>• Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter medical billing reports which are sent to Practi-Cal for review. Costs are recovered through this program.</li> <li>• Social Emotional Services Specialist (SESS) through VCOE contract. Social emotional service specialists provide support to students who require intensive counseling due to social-emotional/behavior issues. SESS providers work with students one-one at the school</li> <li>• Hearing Conservation screening services. Hearing Conservation provides comprehensive hearing screening for students who need more intensive hearing evaluation.</li> </ul> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p>		
2.6	Create a safe environment conducive to learning	<ul style="list-style-type: none"> <li>• Provide Campus Assistants to keep students safe at lunch and recess and provide for before and after school campus supervision.</li> <li>• School safety plans are updated annually in accordance with Ed Code. School teams work with Educational Partners to</li> </ul>	\$3,702,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>identify resources and elements that are important to school safety and climate.</p> <ul style="list-style-type: none"> <li>• Annual Parent Rights Notification, Envision Consulting services. The Annual Parent Rights Notification is updated annually to reflect new district policy and Ed Code. Envision Consulting reviews the document to ensure that all updates to Ed Code are accurate.</li> <li>• Action Preparedness Training. School office staff and health care staff are provided CPR training annually. Training is voluntary.</li> </ul> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p>		
<b>2.7</b>	Restorative Practices	<p>Oxnard School District has identified the need to reduce suspension and expulsions for unduplicated student groups.</p> <p>Professional development will be provided for staff</p> <p>Resources to support restorative practices across the district These opportunities will be provided using existing personnel and school time. Additionally, this will be monitored through the use of Panorama Survey.</p> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p>	\$27,330.00	Yes
<b>2.8</b>	Professional learning and wellness for staff	<p>Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district.</p>	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>They are also groups with higher rates of absenteeism and lack school connectedness. Consequently, staff require continuous development using strategies and tools to address student needs.</p> <p>Professional Growth for OSSA members which include nurses, counselors, Speech pathologist, program specialist, behaviorist and psychologists. Included in these days are wellness days for OSSA members.</p> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p>		
2.9	Tier III and Specialized Support	<ul style="list-style-type: none"> <li>• Social emotional specialist through VCOE</li> <li>• Counselling services for IEPs</li> <li>• 1:1 behavioral aides</li> <li>• Special Education staff to assist with additional duties and assessments</li> </ul> <p>This action is principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.</p>	\$2,269,152.00	Yes

## Goal Analysis [2022-23]

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.

As we continued to work with some COVID restrictions at the beginning of this year, we were able to fully implement many of the actions in this goal.

School attendance and chronic absenteeism continue to be a concern. Through action 2.3, the district continued to offer transportation for foster youth and students experiencing homelessness so that students could stay connected to their home schools.



The district was able to hire additional counselors to support action 2.4 and provide additional support to our K-8 schools. These counselors are able to support students within the school day and provide support to students in the afterschool programs at these campuses. A licensed marriage and family therapist was also hired to provide tier 2 and tier 3 support to students in need of more intensive interventions. The number of Healthy Start Social Workers was increased to provide 2 additional social workers at our schools. These social workers provide support at the school sites and a vital link during SARB meetings supporting students who are chronically absent. Action 2.5 was almost fully implemented. This action focuses on providing support related to the health and welfare of students. The district hired additional health assistants and health technicians to cover every school with students requiring procedures. There are currently three schools with limited coverage, but these sites do not have any students requiring health services. Due to a need for additional behavior support, the contract for a Social Emotional Services Specialist was expanded from 4 hours per week to 40 hours per week. This allowed for additional support for teachers in general education.

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.

There were no material difference between budgeted expenditures and estimated actual expenditures for this goal.

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

As students continued to readjust to in-person instruction this year, student behavior and absenteeism improved slightly, but not to pre-COVID numbers. A new concern arose this year with significant behavior incidents with sixth-grade students in the middle schools. Site and district administrators and site counselors addressed issues and engaged outside resources to address concerns. This is an area that is on the radar for the beginning of next year for more focused support to begin the year. Increased anxiety and vaping among students after returning to in-person instruction continue to impact both absenteeism and behavior. Supports directed to address students with anxiety have proven effective in getting many students to attend school more regularly and our district average attendance rate has increased to 93% from 90% last year. However, this continues to be lower than our pre-COVID average of 97%. Student behavior has improved from last year. The district continues to work with Palmer Drug and Alcohol Program (PDAP) to support students who are vaping. This has been successful for some of our students. Additional supports are being reviewed to implement next year in addition to PDAP. Reflecting on the issues many students were having reacclimating to in person instruction last year, the site counselors worked to provide additional social/emotional supports. Our district received grants to open wellness centers at our middle schools and counselors have worked with student groups to develop social competencies. However, some of our students continue to experience difficulty with reacclimating to the social environment, routines and expectations for in person instruction. The suspension rate has decreased this year from 9% to 6%, but there is still work to be completed in this area. We will continue to implement supports in the areas of behavior and attendance next year so we continue to make gains in these areas next year.

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.

In order to continue the implementation of positive behavior intervention and supports for our students, the district will be working with Safe and Civil Schools to retrain staff and strengthen site PBIS teams and processes. Additionally, the district has extended the contract for our Social Emotional Support Services to provide additional behavioral support for our general education classes.

The district has received two grants that will allow us to increase mental health services for our students. We have hired one licensed marriage and family therapist and are working to contract with an additional 6 LMFTs. We are continuing to define tiered supports in the areas of academics, behavior, and social/emotional/mental health strategies and supports. We will also continue our work with restorative justice and culturally responsive practices.

**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	This Broad Goal addresses State Priority three, Parent and Family Engagement. The Oxnard School District will continue to work to improve communication with parents, community and staff.

An explanation of why the LEA has developed this goal.

This goal was developed because the Oxnard School District believes that students will do better academically and socially when schools build positive relationships with families. Parent involvement is crucial, regardless of income or background, it is critical for the district to have a comprehensive and well-planned partnership between school and home. To do this, a comprehensive communication system must be implemented, this comprehensive communication includes two-way communication that flows between and among the school, the families and the community. This goal includes establishing a more effective way to disseminate information and gather feedback from all educational partners. The Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Parent and Family Engagement, State Priority 3.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Panorama Survey All, including UPP	Staff 228 Responses 70% Responded favorably  Families 1398 Responses 85% Responded favorably	Staff 287 Responses  Families and Community 941 responses; 87% Responded favorably	Staff Responses Responded favorably  Families 1561 Responses Responded favorably		Staff 750 Responses 85% Favorable Responses  Families 3500 Responses 90 % Favorable Responses

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	<p>Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To build parent capacity, empowerment and advocacy that impacts student academic and social-emotional development through ongoing collaboration with different parent and Community Groups: District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee &amp; African American Parent Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group and a District Family and Community Engagement Committee.</p> <p>Actions listed above will lead to increased student performance on state and local assessments by educating, engaging and involving parents in the continued development of the district's strategic plan and the student profile.</p>	\$210,350.00	Yes
3.2	Ensure and enhance our communication with families through the use of a variety a platforms	<p>Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. IN order to improve this condition, the district will maintain effective communication with parents via website, email, text, and phone calls. This action includes professional development for Principals, Assistant Principals and Office staff for updating the school website and utilizing ParentConnect to send email,text, phone calls, and digital newsletter to families.</p> <p>Blackboard and Blackboard Professional Development</p>	\$125,000.00	Yes
3.3	Revamp and maximize the accessibility to the district's website as a conduit of information	<p>Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will contract or hire a person as a webmaster to support the update of the</p>	\$127,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for all families and community members	Oxnard School District Web page and School sites. This person will need to know the technical and content side of the information and will establish protocols to create consistency among all OSD pages and sites.		
<b>3.4</b>	Equitable access for participation	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will purchase Zoom to improve communication, offer webinars, support instruction. This action will also facilitate access for families that are unable to come to school sites or leave work for meeting.	\$148,000.00	Yes
<b>3.5</b>	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	Build systems of communication to provide information to students, families, staff and administration. Videos will highlight projects and information about the student profile within the district and will be shared with the community. The district webpage will be updated to include accurate information to relevant departments. Blackboard, Facebook and Twitter will be for messaging to families. Communication will be shared in English and Spanish with Mixteco and ASL translation when needed.	\$60,000.00	Yes
<b>3.6</b>	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	<p>Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. The district is committed to ensuring access to information and engagement for all families. This requires the district to provide information in many different languages.</p> <ul style="list-style-type: none"> <li>• Maintain two Mixteco Interpreters/translators to support native language interpretation and translation services</li> <li>• Contract for interpreting Services. This service is provided in order to ensure that all parents and community members</li> </ul>	\$112,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>have access to all of the district information necessary to fully engage as educational partners.</p> <ul style="list-style-type: none"> <li>• Translation Services for Parents. Provide equity and access to community by providing translation services. Translation services are provided by hiring district translators/interpreters. This includes 2 Mixteco interpreters, 5 Spanish translators</li> <li>• Parent Support Liaison. Maintain a Parent Support Liaison to increase family and community engagement at both school and district levels, establish effective communication between home and school, increase community support for schools and the district, and offer training opportunities for parents</li> <li>•</li> </ul>		
<b>3.7</b>	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.	Upgrade and maintain District Office Board room and recording studio/equipment to facilitate various communication modalities of board meetings including Zoom webinars, live cable broadcast, internet live stream, re-broadcasts and archiving in both English and Spanish	\$350,000.00	Yes
<b>3.8</b>	District Enrollment Center	<p>Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. Providing access to information for unduplicated student groups is critical for future success. This action principally addresses these needs.</p> <p>The district Enrollment Center Manager plans, organizes, and directs the ongoing operations of the district's enrollment center including training and evaluating staff; analysis and reporting of enrollment; developing systems to support enrollment at all district school sites.</p>	\$718,077.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.9</b>	Transition to High School- Parent workshops	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To assist parents in supporting their student's transition to high school the district provides student and parent workshops on Going to High School and Beyond. ORCs and Counselors will provide workshops to parents of students in Grades 5 and up to review what they need to think about before arriving to high school. This action would include preparing students and families with information and support around A-G opportunities and requirements in High School.	\$45,000.00	Yes
<b>3.10</b>	Students Voice	<p>Superintendent Fellows A student representative from each school site who collaborates with the superintendent about the student experience in Oxnard School District. Students are a conduit between the superintendent and other students from their schools. This group provides an opportunity for the student voice and choice to be shared with district leadership.</p> <p>Student Mentoring Opportunities Create partnerships with local universities and organizations to provide mentoring opportunities for students connected to identity, college and career.</p>	\$63,000.00	Yes
<b>3.11</b>	Special Education Parent Supports	<ul style="list-style-type: none"> <li>• Special Education Community Council. Monthly community council with selected committee</li> <li>• Parent Trainings for specific groups; Autism, ED, AAC.</li> <li>•</li> </ul>	\$40,000.00	Yes
<b>3.12</b>	Internal Communication Systems	Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, improving outcomes for students requires all areas of the organization	\$42,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
		to work together towards a common purpose. All members of the organization play a vital role. Creating a cohesive and efficient organization requires effective communication. Communication plays an essential role in day-to-day interactions and is vital for the success of the Oxnard School District. Good communication will establish and improve relationships, allow for the district to share our common purpose in improving services for students and the community that will lead to the improved academic and social and emotional achievement of students.		

## Goal Analysis [2022-23]

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.

There were no substantive differences between planned actions and actions implemented.

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.

There were no material difference between budgeted expenditures and estimated actual expenditures for this goal.

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

The Annual LCAP and Family Engagement Panorama survey was conducted in the Winter of 2023. The outcome was 1561 responses, with 89% favorable responses. Although the number of responses increased compared to last year by 620, we still needed to meet the desired outcome of 3,500 responses. The goal for next year is to extend the survey implementation window and to have paper copies of the survey available at all schools.

Oxnard School District built parent empowerment and leadership capacity to impact student learning outcomes through ongoing collaboration with various parent and community advisory groups: District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Parent and Community Advisory Group, Mixteco Advisory Group, Asian American & Pacific Islander Advisory Group, School Site Councils, and quarterly meetings with newcomer and foster youth families. This action aims to increase student performance on state and local indicators by educating and collaborating with the district's diverse families as true partners in decision-making. The focus in 2023-2024 is to incorporate the recommended actions in the district's strategic plan in family/community alliances for student success to family and community engagement plans/initiatives.

Oxnard School District offered cultural events to highlight the African American and Asian American, and Pacific Islander cultures and continues to meet 3-4 times a year with these ethnically diverse communities.

In 2022-2023 Oxnard School District established a Family and Community Engagement Committee composed of representatives from the community and the district (one outreach resource specialist, counselor, school and district administrators, two representatives from VCOE, and parents). OSD continues to seek a student representative. Several Superintendent fellows were interested in joining this committee in the 2023-2024 school year. This committee focuses on developing and implementing systematic and integrated family and community engagement that is authentic, culturally responsive, and grounded in research across all schools.

Oxnard School District held monthly DELAC meetings to address various topics relevant to the needs of parents of English language learners—for example, LCAP, standards-based report cards, ELPAC, and tips for a successful parent-teacher conference. Opportunities were also provided for families to provide input to the district's parent and family engagement policy, LCAP goals, etc.

Parent Education-Project 2 Inspire workshops were offered to parents. 27 parents enrolled in the level 1 class. 14 finished. Currently, one in-person level 1 class is taking place. 10 parents enrolled for this class. 10 parents enrolled in the Level 2 class. 8 finished. Currently, 6 parents are enrolled in the Level 3 class.

The district is committed to ensuring access to information and authentic engagement of all families. To accomplish this, the district provided the following support:

- Mixteco Interpreters/Family Liaisons to support Mixteco families with interpretation and information about district and community resources.
- Contract with interpretation services in more than 50 languages to ensure all parents and community members have access to all district information necessary to engage as educational partners fully.
- Translation services to ensure equity and access to the community. Translation services are provided by district interpreters/translators: Two Mixteco and five Spanish
- A parent support liaison to support family and community engagement at school and district levels to establish effective communication between home and school, increase community support for schools and the district, and offer parent education and leadership opportunities for parents.

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.

In 2022-2023, Oxnard School District was not able to establish partnerships with local universities to provide student mentoring opportunities for students connected to identity and college and career readiness. Nevertheless, the process has been initiated by creating a mentoring plan for 2023-2024 that outlines the process, the goals, and the outcomes of this project.

New Goal: OSD established a Family Resource Center that provides families with information about district and community resources to support families with basic needs (shelter, food, clothing, transportation, etc.) along with parent empowerment, education, and engagement opportunities.

Additionally, OSD will establish a partnership with the Center for Community Engagement at CSU Channel Islands in the 2023-2024 school year.

**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
4	This Broad Goal Addresses all of the state priorities and district mission. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities. In addition, this goal supports and contributes to all previous district goals by ensuring that the operations of the district are aligned to the district's strategic plan.

An explanation of why the LEA has developed this goal.

This broad goal was developed to support the districts mission and vision and all of the previous goals. There are many operational layers necessary to be able to provide all of the resources schools and students need that contribute to teaching and learning in the district. This goal addresses all of the state priorities and will be measured using the metrics identified in the previous 3 goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT) Report – Qualifies for State Priorities	Data year: 2020-21 Rating: Good Repair Standard	Data year: 2021-22 Rating: Good Repair Standard	Data year: 22-23 Rating: 3 Instances where a facility Did Not Met Good Repair Standard		Maintain Good Repair Standard

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implement a facilities program with the goal of improving student performance	This action was developed because there is a growing body of research that indicates that school facilities have a measurable impact on student achievement and connectedness. The spaces where our children spend the majority of their waking hours can impact student learning therefore, OSD is committed to maintaining 21st Century	\$4,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schools that are conducive for teaching and learning the skills necessary for success in the 21st Century.		
4.2	Central Office Administration	Board of Education Superintendent Communications	\$1,815,000.00	No
4.3	Administrative Services	<p>The Administrative Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration.</p> <p>These values are the foundation of the division mission which is to:</p> <ul style="list-style-type: none"> <li>• Collaborate with a growth mind-set</li> <li>• Guide Fiscal Policy</li> <li>• Report timely and accurately</li> <li>• Advocate sound business practices</li> <li>• Ensure all are valued and supported to achieve positive student outcomes and personal success</li> </ul> <p>Departments serving to support this mission include:</p> <ul style="list-style-type: none"> <li>• Fiscal Services</li> <li>• Payroll</li> <li>• Benefits /Risk Management</li> <li>• State and Federal</li> <li>• Transfers</li> <li>• Grant Office</li> <li>•</li> </ul>	\$7,225,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Operational Services	<p>Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility use by the community</p> <ul style="list-style-type: none"> <li>Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management</li> <li>Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program</li> <li>Purchasing and Warehouse – procurement of supplies, services and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools</li> <li>Safety and Security – coordination of campus safety services and contracted law enforcement services, operation of 24/7 central monitoring station</li> <li>Transportation – daily transportation</li> <li></li> </ul>	\$15,300,000.00	No
4.5	Other Expenses	Health Contribution	\$3,950,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Retirement		

## Goal Analysis [2022-23]

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.

This broad goal was developed to support the districts mission and vision and all of the previous goals. There were no substantive differences in planned actions and actual implementation of these actions.

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.

There were no material difference between budgeted expenditures and estimated actual expenditures for this goal.

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

The purpose of this overarching goal was established to align with the mission and vision of the district and all the preceding goals. Regarding Goal 4 Action 1, the evaluation method employed to assess the outcome is the Facility Inspection Tool (FIT) Report. According to the FIT report, three instances were identified where a facility initially did not meet the Good Repair Standard due to scratches on interior walls and damages on gates and fences. Subsequently, these issues were addressed and repaired based on the information provided. Our present benchmarks indicate a modest increase in standardized assessments, however we feel strongly that this small growth will lead to much stronger results in the out years.

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.

With the adoption of the Oxnard Empowers Strategic Plan, the goal of the district is to stay focused on the actions previously started and see programs to completion. There are no new additions or changes to this goal.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
61,249,917.00	7,931,307

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.32%	0.00%	\$0.00	41.32%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

Goal 1 - Actions 1-32 are designed to work in tandem to improve the academic achievement of students in support of Goal 1 which is to improve academic performance at challenging levels. The district has achieved improvement in several areas on the 2019 California Dashboard, including English learners' literacy and math scores. In literacy this group increased by 11.2 points distance from met and 8.9 points in math. Additionally, foster youth increased by 19.1 point distance from met in math and 53 points in literacy. Our socio-economically disadvantaged students increased by 8.9 points in math and 11.6 points in literacy. Though growth has been made with these student groups, there is still much work to be done to improve first instruction across content areas. Only 50.4% of English Learners are making progress towards English Proficiency and according to the 2019 data, they were 66.6 points below standard met in Language Arts and 97.9 points below standard met in math. Foster Youth were 119.3 points away from standard met in math and 59.1 points in Language Arts.

Students in the socioeconomically disadvantaged student group were 57.9 points below a standard met in Language Arts and 93.8 points in math. The current STAR benchmark data shows that on average less than 20% of students in these student groups are performing at grade level in Language Arts and less than 12% in math. In order to address this condition of our EL, SES and Foster Youth, we will focus on improving our academic program starting with Tier 1 instruction and supporting specialized programs for Tier II and III interventions. These actions are being provided on an LEA-wide basis and we expect that all of our student groups will increase by at least 10 points on distance from met in both Language Arts and math. The percent of English Learners demonstrating English Proficiency will increase by a minimum of



5% a year. Below is a detail of each of the actions. These actions are principally directed towards meeting the needs of unduplicated student groups and all students as the support will be effectively implemented when it is provided across all student groups.

1.1 - 3 Professional Learning Days - The Oxnard School District through collection of data identified that first instruction needed to be improved and we believe that professional learning will increase access to effective first teaching for low income, English learner, and foster youth students . These PD days will include Culturally Responsive teaching practices, literacy, mathematics, social and emotional practices and PBIS.

1.2 Student Literacy Interventions - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that based on state and local assessments, these student groups had identified learning gaps that require intensive intervention supports. The effectiveness of this action is measured by local data in the form of district diagnostic assessments and statewide assessment data. Staff reviews student data regularly and based on data results interventions are planned. Given this process and focus of interventions we have seen growth with all student groups mentioned above.

1.3 Development in Literacy - Oxnard School District's English Learner, Foster Youth, Low Income students populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards effectively meeting the needs of English Learner, Foster Youth, Low Income students.

- This action is designed to build the collective capacity to improve first instruction in literacy through continued funding of subject-expert leaders, teacher supports through collaboration , and professional development
- Implement 1st -8th Grade interim assessments.
- Supports the implementation of state standards in every classroom ensuring English Learner, Foster Youth, Low Income students access to the core curriculum and grade level standards
- The additional professional development increases the effectiveness of teaching state standards.
- All professional development includes components designed to improve teaching of English language learners.
- Professional Development focused on Balanced Literacy provided by consultants to help teacher leaders.
- Teachers and site administrators will be provided the guidance and support to design and implement effective lessons that yield high-impact literacy instruction for all students.
- Lexia Core 5 and Power Up Subscriptions 3 Year License Subscription will support students' literacy development in combination with first instruction.

1.4 Continued Expansion of District Dual Language Programs - English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Language Immersion Programs remove barriers while providing access to the core curriculum in the primary language.

- An expansion of a well-established English learner program
- The program increases English literacy while maintaining the primary language
- The expectation is that students are prepared to receive the pathway to the Seal of Biliteracy Award.

1.5 Development in Mathematics - This action is designed to build the collective capacity to improve mathematics instruction through continued funding of subject-expert staff leaders, teacher supports through collaboration, and professional development. Districtwide, Foster youth, English Learners and students in poverty are among the lowest performing student groups in mathematics. These student groups need access to culturally relevant first instruction that incorporates a comprehensive instructional cycle. This includes assessment,

standards-based instruction, professional development and a well-designed MTSS process. Through this goal the above-mentioned student groups will be monitored and provided additional support.

In addition to first instruction, the district will provide students support with a Tier II math intervention program that will be targeted for students who are performing below grade level as part of the districts RtI process.

**1.6 Expansion of Learning Opportunities** -Oxnard School District's English Learner, Foster Youth, Low Income students populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English Learner, Foster Youth, Low Income students. Expanded Learning Opportunities for out of school time are an effective way to supplement students' instructional program rather than supplant. This action will provide English Learner, Foster Youth, Low Income students more time in school, with adults providing academic support. Additional space in the afterschool program to expand academic, enrichment and SEL support for students will be provided . English Learners, Foster Youth and students experiencing poverty will be prioritized in the enrollment process to ensure access. Students who attend these programs have higher achievement, attendance, and student engagement rates. This action will provide an opportunity to more students than are currently served. This funding will shorten the waiting list at each school site and add space in the program for Kindergarten.

**1.7 Student Technology** - Experience has shown that low-income students do not have reliable access to technology; and to fully prepare students for college and career it is critical to include consistent use of technology in the classroom. In order to do this, the district must maintain a district level department to support the 1:1 device program implemented in all Pre-school-8th grade classrooms. The Technology Services Technicians provide educational technology support to students, staff, and families at all 21 school sites in support of the Districts 1:1 Device Program.

**1.8 Further Develop Early Childhood Education** - Research has shown that starting school at an early age assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Currently the Oxnard School District has 8 pre-school general education programs to support the community.

In order to maximize the effectiveness of these programs, the District Pre-school teachers utilize a pre-school curriculum and assessment that supports Early Childhood Standards.

**1.9 Implementation of State Standards** - The District's professional learning is anchored in the California English Language Arts (ELA)/English Language Development (ELD) and Mathematics Frameworks and targets the implementation of integrated and designated ELD instruction.

Oxnard School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards meeting the needs of English learners and low-income students.

**1.10 Data Management System** - Oxnard School District's unduplicated population are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards meeting the needs of English Learner, Foster Youth, Low Income students. This action allows for the continuous monitoring of student achievement to inform instructional practices:

- The district will continue to use Ellevation for reclassifications, monitoring and tracking interventions for English language learners, and training for teachers and administrators.

- The district will purchase and maintain a student data management system (such as Illuminate) to manage assessment data to create disaggregated reports in order to accurately monitor student progress in inform instructional actions, including intervention and enrichment.
- The district will provide professional development to district and site administrators and teachers on use of SDMS.

1.11 Expansion of District GATE program - Historically, English Learner, Foster Youth, Low Income students have been underrepresented in these accelerated programs. The following services are principally directed toward English Learner, Foster Youth, Low Income students and provide support to be successful in the programs.

- Universal screening at the end of Second grade for all students
- Professional learning focused on strategies for accelerated learners and culturally responsive teaching
- Summer professional institute for AP teachers in Dual Language Programs

Additionally, for English Learner, Foster Youth, Low Income students it is important to provide access to classes that prepare them for college opportunities. The District will accomplish this by supporting AVID classes at all middle schools and AVID Excel for English Learners.

1.12 Expanded Summer Learning - English Learner, Foster Youth, Low Income students benefit from additional time school with a variety of learning opportunities. OSD is planning a robust Summer School program. The Summer Writing, Science and Math Camp is a full day program and is offered to students in Grades K-8. The program is run with the support and planning of credentialed teachers to run an enrichment based academic program in the morning with the afternoons operated in partnership with our Afterschool program. The program will operate for one month of the summer. Transportation will be provided district wide to ensure access for all students.

These actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments

1.13 Special Education Services - Oxnard School District's English Learner, Foster Youth, Low Income students groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Special Education Department serves grades Pre-School through 8th many who are part of the English Learner, Foster Youth, Low Income students group.

1.14 Equity and Access - All Middle Schools provide a broad course of study for students by ensuring that all English Learner, Foster Youth, Low Income students groups have access to electives, core classes and intervention by adding an intervention period at the end of the day.

Each comprehensive middle school will have 3 additional periods per grade level in order to provide intervention support for students. The teachers teaching these periods will work closely with each English language arts and math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery.

Additional supports include:

- Schools offer students a variety of electives including, but not limited to music teachers, art elective teachers.
- Professional Development on Universal Design for Learning will be provided to staff to ensure students have access to grade level rigorous standards.

- Coaching for Equity Professional Learning for TOSAs in line with the district's mission and vision, all teachers on special assignments will develop their knowledge of equitable practices and how to transfer such knowledge to their day-to-day practice.
- District-wide Equity and Family and Community Engagement Task Force composed by representatives from all schools that will center around issues of equity, social justice, culturally responsive teaching and culturally responsive family and community engagement practices.

1.15 Recruitment and Retention of Human capital - The Oxnard School District believes that it will accomplish the district mission "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities" by

- Recruiting and retaining exceptional people
- Establishing strategic Work: Recruitment, Selection, Retention and Operations
- Maintaining labor relations with three associations.

As mentioned above, in order to increase the achievement of English Learner, Foster Youth, Low Income students groups, first instruction must be culturally relevant and rigorous and in order to provide such instruction is imperative that high quality teachers be recruited and supported.

1.16 Instructional Supports - As mentioned above, English Learner, Foster Youth, Low Income students groups' literacy scores are lower than the scores of all students. In order to improve scores, the district will implement District-wide Assessments and Reading Programs (Renaissance: Star/AR/MyON). To measure student growth the district will use the Renaissance Star 360 Program district wide as an assessment tool to identify students for intervention placement and leveled instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Administration occurs at least 3 times a year. Use of the Accelerated Reader Program will support reading comprehension and fluency. Use of the MyON program will support reading comprehension through access on 1:1 devices at home, with or without internet access.

Additionally, for students needing additional support, the district will use Tutorific to provide tutoring services for students that struggle with educational continuity and academic growth due to the impermanence of their housing, English Language skills and impact of poverty.

Tutoring will improve English Language skills, including reading, phonics, vocabulary, conversational English, and Math.

1.17 Support of School Libraries - School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning. In order to improve access for English Learner, Foster Youth, Low Income students groups, the district will :

- Hire Library Technicians at elementary schools.
- Provide access to diverse titles for students including titles in multiple languages.
- Provide access to technology through the library for students who may not have access to technology at home
- Provide E-books and E-readers that allow students to listen to books, this will support readers for whom English is not the primary language spoken at home

As a result, English Learner, Foster Youth, Low Income students will have the resources to improve scores on state and local assessments.

1.18 Support of Local and State Assessments - Based on the data above, the need for instruction and professional development to be aligned to State testing is critical to improve the outcomes of English Learners, Foster Youth, and socioeconomically disadvantaged students.

By providing a coherent testing system that supports schools' implementation, English Learners, Foster Youth, and socioeconomically disadvantaged students' outcomes will improve.

1.19 Professional Learning - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that staff development and professional learning was a vital part of improving first instruction. In order to address these conditions, the district will offer a variety of training opportunities. These trainings will include District Administrators, teachers, and staff the opportunity to attend the yearly CAFE and other conferences conference which focuses on the most current research and best practices to meet the needs of second language learners. Best practices will be shared with teachers and administrators through meetings, collaboration opportunities, model lessons, and support with lesson design and delivery. These opportunities are being offered district wide and will lead to the desired academic growth of English Learner, Foster Youth, Low Income students groups.

1.20 Developing Human Capital - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that many of the new teachers hired into the district are not fully prepared to provide the differentiation of instruction necessary to meet the needs of these student groups. In order to address this condition, the district implements a new teacher training and ongoing yearly support. this action provides necessary information and resources to teachers who are new to the district to support them in instruction and as employees. Additionally, specialized training is provided to Special Education teachers. The Orientation is coordinated between Educational Services and Human Resources and is provided before the start of the school year and throughout the year through curriculum council.

1.21 Maintain District Management System - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that parental involvement in student learning is a critical component for student success. English Learner, Foster Youth, Low Income students groups and families have less access to technology platforms to support their learning. In order to address this condition, the district adopted Canvas. Canvas provides avenues to support UDL and collaboration of students and staff. This goal supports the district's student profile by providing a platform that creates 21st Century ready students. This action is provided district-wide, we expect that all students and parents will benefit and consequently improve academic outcomes as indicated above.

1.22 English Language Development Support -After assessing the conditions, needs and circumstances of English Learners we learned that English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. In order to support their academic growth, the following are necessary:

- Implementation of English Learner curriculum and resources
- Newcomer Academies, to maintain Newcomer teachers and paraeducators, provide professional development and teacher collaboration related to the program and to purchase support materials and/or technology as well as other resources to support student acquisition and development of English and math skills.
- Interventions opportunities supporting Long Term English Learners

These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.

1.23 Additional Teachers Above Staffing Ratio - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that based on state and local assessments, these student groups require additional individualized support. In order to address this condition, the district is providing additional staff to school sites to allow for differentiation. This staff will

include teachers and support staff. These actions are being provided LEA wide to support these student groups. Participation in intervention opportunities will be targeted for these student groups. We hope this will lead to improved academic achievement of EL, Foster Youth and Socioeconomically disadvantaged students.

1.24 School Site Allocations- After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that schools must provide additional support targeted for these student groups. In order to address this condition:

- Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth
- Each school is required to evaluate LCAP data points as related to low income, English learner, and foster youth student populations, to assure plans focus on addressing the needs of English Learner, Foster Youth, Low Income students
- Site personnel work with School Site Councils to inform educational partners of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for English Learner, Foster Youth, Low Income students
- Each School Site Plan (School Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for English Learner, Foster Youth, Low Income students
- Products and services provided specifically for English Learner, Foster Youth, Low Income students through the site plans include:
  - o Supplemental materials and technology
  - o Academic interventions and supports
  - o Supplemental counseling and psychological services
  - o Staff for attendance support
  - o Parent involvement support
  - o Bilingual office staff

These actions are being provided district-wide, the annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for English Learner, Foster Youth, Low Income students as measured by the California Dashboard, required LCAP metrics and local LEA metrics. Each site has specific deficits as measured by this variety of metrics.

1.25 Maintain 24:1 TK-3rd Grade - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that these student groups require more differentiated instruction than all students. In order to address this condition, class sizes in the district will continue to be maintained at a 24 to 1 ratio. These actions are being provided LEA-wide and we expect that this will allow teachers to provide instruction targeted towards these student groups which will result in academic growth as indicated above.

1.26 Additional Services for Students at Risk of Being Expelled - After assessing the conditions, needs and circumstances of Low-income students, and Foster Youth we learned that Foster Youth suspension rates in 2019 were 14%, Low-income students were 3.4% , as compared to all students at 3.2%. In order to address this condition, the district implements the following programs for students at risk of expulsion:

The three comprehensive middle schools will maintain Opportunity classes for grades 6-8.



- Students in 6th – 8th grade with significant behavioral issues are provided in-depth academic and social-emotional support.
- Cross disciplinary professionals work together to address chronic absenteeism
- Maintain individual counseling program to reduce peer conflict and emotional outbursts
- Anger management
- Grief counseling
- Close monitoring of grades and academic interventions

As a result, low income and Foster Youth students will improve attendance, decrease suspension rates and chronic absenteeism

1.27 After School Tutoring - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that these student groups require additional time in learning than all students. In order to address this condition, this action:

- Provides extended learning opportunities through teacher and tutor supports principally directed to low-income students in elementary and middle schools to increase academic achievement
- Provides after school tutoring programs to impact student achievement, especially for at-risk students

The benefits of an afterschool tutoring program include increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006)

This action will provide personalized learning identified for low income, English Learners and Foster Youth students. These efforts will lead to increased student performance on state and local assessments.

1.30 - Tier 3 and Special Education Intervention - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth receiving special education services, we learned that these student groups require more time on tasks. To address these conditions the following evidenced based programs will be implemented:

- Reading Intervention Supplemental Curriculum Reading Horizons
- ST math Intervention for Sped
- Teacher Leader trainings for implementation of professional development across subject
- Placement for high need and at-risk identified student in special education
- Unique – Moderate Severe Curriculum
- Instructional and behavioral support

1.31 - Cultural Proficiency and Focus on Equitable Practices - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that culturally responsive practices needed to be implemented district wide. To address this condition, the district will build teacher capacity in cultural proficiency and effective school-family engagement by providing professional development opportunities, such as webinars, workshops, literature review/book study, and/or summer P.D. This action is principally directed towards preparing staff to better meet the needs of English Learner, Foster Youth, Low Income students groups.

1.32 - Developing Educational Leaders -After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth we learned that Oxnard School District's English Learner, Foster Youth, Low Income students groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. To address the needs of students, school leaders are responsible for establishing equitable practices in our schools to ensure high leverage instructional practices are being used. For a school leader to be successful in their role, they need to lead the way in driving teaching and

learning outcomes. This involves setting expectations about the school's learning practices and ensuring the organization's values and behaviors focus on improving student success. School leaders require the professional development in the following areas:

- Developing instructional equity for student success
- Data driven decision making
- Creating school cultures through equity lens
- Universal Design for Learning practices
- Implementation of MTSS

This action is principally directed towards meeting the needs of English Learner, Foster Youth, Low Income students groups.

Goal 2 - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that Approximately 91% of the students enrolled are considered socio-economically disadvantaged, many of these students are impacted by trauma and poverty. In order for our students to be prepared and able to learn, the district must ensure that students have the necessary resources to be successful. To better serve our students and community and to ensure that every student has equitable access, district resources will be used to support the social emotional needs of students, the wrap around services necessary for both students and their families so that achievement gaps can be addressed. Though this goal has always been important, the impact of COVID-19 has been life changing for many families and in particular for families living in poverty. More than ever there is an urgency to address the social emotional needs of all students and in particular students experiencing homelessness, foster youth, English Learners and students receiving special education services. A particular area of concern for these services are Foster Youth students . On the 2019 California Dashboard, Foster Youth students had an absenteeism rate of 12.9% compared to 7.7% for all students. Foster Youth students had a suspension rate of 14% compared to 3.2% for all students. Actions 2.1- 2.9 work in tandem to provide this additional support for all English Learner, Foster Youth, Low Income students. We believe that together these actions will improve the absenteeism and suspension rates of Foster Youth primarily.

2.1 Child Nutrition - Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment, as well as having some of the lowest attendance rates. When students are in school it is important that they have all conditions necessary to help them learn. Knowing the importance of this OSD provides healthy breakfast, lunch, snack, and supper meals to students to enhance their ability to learn. Supplement the Child Nutrition programs with contributions from the General Fund as necessary. This action is principally directed towards meeting the needs of English Learner, Foster Youth, Low Income students groups.

2.2 Improve opportunities for student connectedness - After assessing the conditions, needs and circumstances of Foster Youth we learned that transportation for students who are in foster placements so that they can remain at their home school is a critical component of their education.

Additionally, offering expanded opportunities for students to participate in club and sports programs after school at all K-8 schools allow for connectedness. In order for these student groups to have access the district provide a late bus for the K-8 and middle schools to support student access to additional teacher support, clubs, and sports.

2.3 Improve student attendance - Some low income students, students experiencing homelessness and foster youth exhibit irregular attendance which affects academic performance. In order to assist with absenteeism outreach and truancy prevention with full-time Attendance Technicians at all schools. As well as provide Thrive (SARB/ Truancy Reduction) program through the County of Ventura. The



County of Ventura provides support to the district SARB team on a monthly basis. An Assistant District Attorney meets with the SARB team to review truancy cases and provide support to families to reduce absences. We believe this will improve attendance for English Learner, Foster Youth, Low Income students.

**2.4 Social and Emotional Supports** -Oxnard District's School low-income student populations are some of the lowest performing student groups on state and local assessment. To address this condition, the district will implement a Multi-tiered System of Support (MTSS). MTSS is a systemic, continuous-. improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, designed to support their specific needs.

**2.5 Health and Welfare for students** - Some low-income students, students experiencing homelessness and foster youth lack resources and often miss school due to health and welfare factors. This action principally supports these groups of students and provides resources to address health and welfare needs. This action supports the following:

- Supplemental Health Care Technician/LVN services
- Contracted staffing services to ensure that health offices are staffed at each school site.
- Provide Health Assistants and/or Health Care Technicians (LVNs) at each school site with oversight from district nurses ensuring student safety and health across the district.
- Palmer Drug and Alcohol Prevention. PDAP provides individual and group substance abuse counseling sessions for students based on requests from school staff. Sessions focus on awareness of personal strengths, importance of health choices, the dangers of drug and alcohol use and social skills for seeking positive peers.
- Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter medi-cal billing reports which are sent to Practi-Cal for review. Costs are recovered through this program.
- Social Emotional Services Specialist (SESS) through VCOE contract. Social emotional service specialists provide support to students who require intensive counseling due to social- emotional/behavior issues. SESS providers work with students one-one at the school
- Hearing Conservation screening services. Hearing Conservation provides comprehensive hearing screening for students who need more intensive hearing evaluation.

**2.6 Create a safe environment conducive to learning** - - After assessing the conditions, needs and circumstances of low-income students, English Learners and Foster Youth, we learned that many students have experienced trauma and consequently families are seeking safety in school settings. IN order to meet this need the district :

- ProvideS Campus Assistants to keep students safe at lunch and recess and provide for before and after school campus supervision.
- ensures School safety plans are updated annually in accordance with Ed Code. School teams work with educational partners to identify resources and elements that are important to school safety and climate.
- Reviews Annual Parent Rights Notification, Envision Consulting services. The Annual Parent Rights Notification is updated annually to reflect new district policy and Ed Code. Envision Consulting reviews the document to ensure that all updates to Ed Code are accurate.
- Provides Action Preparedness Training. School office staff and health care staff are provided CPR training annually.

2.7 Restorative Practices - Oxnard School District has identified the need to reduce suspension and expulsions for English Learner, Foster Youth, Low Income students groups. Professional development will be provided for staff to address the unique needs of English Learner, Foster Youth, Low Income students groups. Resources to support restorative practices across the district will be provided. These opportunities will be provided using existing personnel and school time. Additionally, this will be monitored through the use of Panorama Survey.

2.8 Professional Learning and wellness of staff - Oxnard School District's English Learner, Foster Youth, Low Income students groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. They are also groups with higher rates of absenteeism and lack school connectedness. Consequently, staff require continuous development using strategies and tools to address student needs. Professional Growth for OSSA members which include nurses, counselors, Speech pathologist, program specialist, behaviorist and psychologists.

2.9 Tier III Specialized social and emotional supports - After assessing the needs and circumstances of Foster Youth, English Learner, and socioeconomically disadvantaged students we found that students require additional social and emotional support. In order to address this need, the district will provide:

- Social emotional specialist through VCOE
- Counselling services for IEPs
- 1:1 behavioral aides
- Special Education staff to assist with additional duties and assessments

Goal 3 - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that historically families of English Learner, Foster Youth, Low Income students groups tend to be more disengaged from school-home partnerships. The Oxnard School District believes that students will do better academically and socially when schools build positive relationships with families. Parent involvement is crucial, regardless of income or background, and therefore it is critical for the district to have a comprehensive and well- planned partnership between school and home. To do this, a comprehensive communication system must be implemented, this comprehensive communication includes two-way communication that flows between and among the school, the families, and the community. This goal includes establishing a more effective way to disseminate information and gather feedback from all educational partners. Actions 3.1- 3.6 ,

3.8 -3.11 work in tandem to strengthen communication and family engagement district-wide with a focus on traditionally under-represented student groups. We believe as a result of these actions, English Learner, Foster Youth, Low Income students groups will improve on state and local assessment and have greater opportunities to enter an A-G program in high school.

3.1 Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework- Oxnard School District's English Learner, Foster Youth, Low Income students groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To build parent capacity, empowerment and advocacy that impacts student academic and social-emotional development through ongoing collaboration with different parent and community groups: District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, School Site Councils, Mixteco Steering Committee and Mixteco parent group.

Actions listed above will lead to increased student performance on state and local assessments by educating, engaging, and involving parents in the continued development of the district's strategic plan and the student profile.

3.2 Ensure and enhance our communication with families through the use of a variety a platform - Oxnard School District's English Learner, Foster Youth, Low Income students groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve this condition, the district will maintain effective communication with parents via website, email, text, and phone calls. This action includes professional development for Principals, Assistant Principals and Office staff for updating the school website and utilizing ParentConnect to send email, text, phone calls, and digital newsletter to families.

3.3 Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members - Oxnard School District's English Learner, Foster Youth, Low Income students groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will contract or hire a person as a webmaster to support the update of the Oxnard School District Web page and School sites. This person will need to know the technical and content side of the information and will establish protocols to create consistency among all OSD pages and sites.

3.4 Equitable access for participation - Oxnard School District's English Learner, Foster Youth, Low Income students groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will purchase Zoom to improve communication, offer webinars, support instruction. This action will also facilitate access for families that are unable to come to school sites or leave work for meeting.

3.5 Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families - Build systems of communication to provide information to students, families, staff and administration. Videos will highlight projects and information about the student profile within the district and will be shared with the community. The district webpage will be updated to include accurate information to relevant departments. Blackboard, Facebook and Twitter will be for messaging to families. Communication will be shared in English and Spanish with Mixteco and ASL translation when needed.

3.6 Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education - Oxnard School District's English Learner, Foster Youth, Low Income students groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. The district is committed to ensuring access to information and engagement for all families. This requires the district to provide information in many different languages.

- Maintain two Mixteco Interpreters/translators to support native language interpretation and translation services
- Contract for interpreting Services. This service is provided in order to ensure that all parents and community members have access to all of the district information necessary to fully engage as educational partners.
- Translation Services for Parents. Provide equity and access to community by providing translation services. Translation services are provided by hiring district translators/interpreters. This includes 2 Mixteco interpreters, 5 Spanish translators

- Parent Support Liaison. Maintain a Parent Support Liaison to increase family and community engagement at both school and district levels, establish effective communication between home and school, increase community support for schools and the district, and offer training opportunities for parents

3.8 District Enrolment Center - Oxnard School District's English Learner, Foster Youth, Low Income students groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. Providing access to information for English Learner, Foster Youth, Low Income students groups is critical for future success. This action principally addresses these needs.

The district Enrollment Center Manager plans, organizes, and directs the ongoing operations of the district's enrollment center including training and evaluating staff; analysis and reporting of enrollment; developing systems to support enrollment at all district school sites.

Additionally, the family liaison is housed at the enrollment center and is the first point of contact for families of English Learner, Foster Youth, Low Income students groups who need support connecting with local organizations. This support includes basic needs such as housing, food and clothing.

3.9 Transition to High School Parent/Student Workshops - Oxnard School District's English Learner, Foster Youth, Low Income students groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To assist parents in supporting their student's transition to high school the district provides student and parent workshops on Going to High School and Beyond. ORCs and Counselors will provide workshops to parents of students in Grades 5 and up to review what they need to think about before arriving to high school. This action would include preparing students and families with information and support around A-G opportunities and requirements in High School.

3.10 Student voice: Superintendent Fellows - A student representative from each school site who collaborates with the superintendent about the student experience in Oxnard School District. Students are a conduit between the superintendent and other students from their schools. This group provides an opportunity for the student voice and choice to be shared with district leadership.

3.11 Special Education Parent Supports - Special Education Community Council. Monthly community council with selected committee to address and meet the needs of families as they learn to navigate the special education system. These meetings are provided in English and Spanish and include English Learner, Foster Youth, Low Income students groups.

Goal 4 - Implement a facilities program with the goal of improving student performance - After assessing the conditions, needs and circumstances of Low-income students, English Learners and Foster Youth we learned that there is a growing body of research that indicates that school facilities have a measurable impact on student achievement and connectedness. The spaces where our children spend the majority of their waking hours can impact student learning therefore, OSD is committed to maintaining 21st Century schools that are conducive for teaching and learning the skills necessary for success in the 21st Century.

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

The Oxnard Schools District's English Learner, Foster Youth, Low Income students make up 91% of student enrollment and consequently are at the forefront of all decisions made as a district. These groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest levels of parent engagement therefore this LCAP was written with all actions principally directed to supporting these students. As a result of all educational partner meetings and student achievement data, it was determined that students would need more time engaged with learning, more smaller group differentiation of instruction and greater social and emotional supports. In order to best meet the needs of English Learners, low income students, foster youth and students experiencing homelessness, it is critical that staff are provided high quality training to develop skills necessary to ensure culturally responsive teaching strategies are embedded throughout all content and all grades. According to John Hattie, the teacher is the greatest variance that can make a difference in student achievement. Given the great body of research in the area and in order to meet the needs and accelerate the learning of English Learner, Foster Youth, Low Income students groups, this LCAP focuses heavily on professional learning, and on developing and retaining human capital. Additionally, students benefit most when parents and families are a significant part of the learning journey, therefore this LCAP also has a strong focus on parent and family engagement, opportunities for parents to develop as advocates for their children, and partners in the learning process.

In order to support further the academic success for English learners, foster youth and low income students, LCFF supplemental and concentration grant funds were distributed to sites and a portion left at the central office. The way funds were distributed to sites was based on enrollment of unduplicated count. These targeted funds will be used to support school based interventions for these student groups, this includes Literacy intervention teachers, tutoring, counselors, outreach specialist and other support staff. In addition to Tier I instructional programs previously identified, these funds will provide extensive Tier II and Tier III Academic and Social and Emotional support for students. This includes the implementation of a comprehensive MTSS plan to ensure all students with identified gaps in learning are supported both academically and with wrap around social services.

Addressing the needs of English Learners and Foster Youth is an area of focus for our district. During the 2022-2023 school year, a group for families of Foster students was created in order to ensure that we are providing resources and supports for this vulnerable group of students. This family group will continue for the 2023-2024 school year. Additionally, these students are prioritized to participate in tutoring services and expanded learning opportunities. Outreach consultants reach out to families to encourage participation. School sites are required to identify interventions and metrics for these student groups in the SPSAs. 6 LMFT will be hired for the 2023-2024 school year, and Foster Youth will be identified as a target group to receive support. School Counselors will be provided a list of students by school site and Foster Youth and homeless students will be scheduled for regular check-ins with the school counselors.

Teachers will continue to receive training on language strategies to support students. All school sites will provide intervention/acceleration classes for LTEL students during the after school program. Students in the Newcomer program will be provided 1:1 tutoring to support their Academic growth,

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Due to the continued impact of the COVID-19 Pandemic during the 2022-2023 school year, the district continued to hear of the great need from the community in terms of providing support and services at the school sites to address communication and support. The actions below allowed the families to have more access to address student needs and improved communication.

The Oxnard School District received additional Concentration Grant Funds in the amount of \$1,251,929. These funds were principally used to support the following actions:

- Maintained the 21 school site Office Assistant II positions.
- Continue to provide an additional one hour per day for 20 ORC positions, which would have otherwise been cut.
- Continue to provide additional hours for Campus Assistants district-wide.
- Continue to provide substitute teacher and classified employee incentive program, in order to maintain adequate substitute staffing levels during a time of staffing shortages.
- Continue to provide one additional ISP Teacher at each of the three middle schools.
- Provide MTSS teacher or ISP at each school site
- 

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	6-8 (Classified Student to Staff Ratio= 28:1), K-8 (Classified Student to Staff Ratio = 36:1), K-5 (Classified Student to Staff Ratio = 23:1)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	6-8 (Certificated Student to Staff Ratio = 15:1), K-8 (Certificated Student to Staff Ratio = 25:1), K-5 (Certificated Student to Staff Ratio = 17:1)



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$89,539,917.00	\$61,140,850.00	\$6,635,538.00	\$14,346,328.00	\$171,662,633.00	\$121,195,561.00	\$50,467,072.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	3 professional learning days	English Learners Foster Youth Low Income				\$2,835,000.00	\$2,835,000.00
1	1.2	Student Literacy Interventions	English Learners Foster Youth Low Income	\$1,210,114.00			\$1,448,396.00	\$2,658,510.00
1	1.3	Development in Literacy	English Learners Foster Youth Low Income	\$300,780.00			\$116,490.00	\$417,270.00
1	1.4	Continue expansion and refinement of District Dual Language Programs	English Learners Foster Youth Low Income	\$643,480.00			\$312,575.00	\$956,055.00
1	1.5	Development in Mathematics	English Learners Foster Youth Low Income	\$1,362,897.00			\$112,200.00	\$1,475,097.00
1	1.6	Expansion of Learning Opportunities	English Learners Foster Youth Low Income		\$16,077,124.00			\$16,077,124.00
1	1.7	Student Technology Access and Annual Refresh	English Learners Foster Youth Low Income	\$5,192,989.00				\$5,192,989.00
1	1.8	Further Develop Early Childhood Education	English Learners Foster Youth Low Income	\$1,796,988.00	\$2,926,315.00	\$159,301.00	\$1,133,160.00	\$6,015,764.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Implementation of State Standards	English Learners Foster Youth Low Income	\$378,560.00	\$188,818.00		\$1,051,556.00	\$1,618,934.00
1	1.10	Data Management Systems to Support Implementation of District standards	English Learners Foster Youth Low Income	\$505,730.00			\$124,000.00	\$629,730.00
1	1.11	Expansion of District GATE program and Specialized Programs	English Learners Foster Youth Low Income		\$32,549.00		\$940,516.00	\$973,065.00
1	1.12	Expanded Summer Learning	English Learners Foster Youth Low Income		\$2,310,000.00			\$2,310,000.00
1	1.13	Special Education	English Learners Foster Youth Low Income	\$5,200,000.00	\$2,704,000.00			\$7,904,000.00
1	1.14	Equity and Access	English Learners Foster Youth Low Income	\$81,257.00			\$291,458.00	\$372,715.00
1	1.15	Recruitment, Selection and Retention of Human Capital	English Learners Foster Youth Low Income	\$841,076.00				\$841,076.00
1	1.16	Instructional Resources and Supports	English Learners Foster Youth Low Income	\$367,001.00				\$367,001.00
1	1.17	Support of Diverse and Inclusive School Libraries	English Learners Foster Youth Low Income				\$990,309.00	\$990,309.00
1	1.18	Implementation of State and Local Assessments	English Learners Foster Youth Low Income	\$12,600.00	\$309,750.00		\$21,000.00	\$343,350.00
1	1.19	Professional Learning to prepare staff for	English Learners Foster Youth	\$494,400.00	\$54,590.00		\$40,376.00	\$589,366.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		implementation of state standards	Low Income					
1	1.20	Developing Human Capital	English Learners Foster Youth Low Income	\$375,363.00			\$50,795.00	\$426,158.00
1	1.21	Maintain District Learning Management System	English Learners Foster Youth Low Income				\$282,481.00	\$282,481.00
1	1.22	English Language Learners Support and Services	English Learners	\$738,078.00	\$22,260.00		\$58,830.00	\$819,168.00
1	1.23	Additional Teachers Above Base Staffing	English Learners Foster Youth Low Income	\$4,120,000.00				\$4,120,000.00
1	1.24	School Site Allocations to be Prioritized by School Site Council	English Learners Foster Youth Low Income	\$3,334,093.00			\$1,974,016.00	\$5,308,109.00
1	1.25	Maintain 24:1 TK- 3rd Grade Average		\$0.00				\$0.00
1	1.26	Maintain Additional Services for Students at Risk of being Expelled	English Learners Foster Youth Low Income	\$466,655.00				\$466,655.00
1	1.27	After School Tutoring	English Learners Foster Youth Low Income				\$104,000.00	\$104,000.00
1	1.28	Instruction	English Learners Foster Youth Low Income	\$7,768,511.00	\$34,168,261.00	\$6,476,237.00	\$943,742.00	\$49,356,751.00
1	1.29	Textbook Adoptions	English Learners Foster Youth Low Income	\$2,578,090.00	\$728,000.00			\$3,306,090.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.30	Tier 3 and Special Education Interventions	English Learners Foster Youth Low Income	\$1,516,700.00	\$523,000.00		\$209,200.00	\$2,248,900.00
1	1.31	Supporting Cultural Proficiency and Focus on Equitable Practices	English Learners Foster Youth Low Income	\$53,000.00				\$53,000.00
1	1.32	Developing Educational Leaders	English Learners Foster Youth Low Income	\$152,282.00				\$152,282.00
1	1.33	Independent Study Program - No longer implemented during the 23-24 school year		\$0.00				\$0.00
1	1.34	Middle School Collaboratives focused on the development of the OSD Student Profile	English Learners Foster Youth Low Income	\$151,600.00				\$151,600.00
1	1.35	District Wide Banking of Minutes	English Learners Foster Youth Low Income	\$1,954,940.00				\$1,954,940.00
1	1.36	Oxnard Empowers - Implementation Of Strategic Plan	English Learners Foster Youth	\$81,000.00				\$81,000.00
1	1.37	CSI Support for Fremont Academy	English Learners Foster Youth Low Income				\$165,500.00	\$165,500.00
1	1.38	Expansion of the Arts Program		\$0.00				\$0.00
2	2.1	Child Nutrition		\$0.00				\$0.00
2	2.2	Improve opportunities for student connectedness	English Learners Foster Youth Low Income				\$30,000.00	\$30,000.00
2	2.3	Student Attendance	English Learners Foster Youth Low Income	\$1,654,845.00	\$14,800.00		\$14,000.00	\$1,683,645.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Social and Emotional Supports	English Learners Foster Youth Low Income	\$6,356,397.00	\$92,000.00		\$50,000.00	\$6,498,397.00
2	2.5	Health and Welfare of students	English Learners Foster Youth Low Income	\$1,319,438.00	\$119,750.00		\$41,700.00	\$1,480,888.00
2	2.6	Create a safe environment conducive to learning	English Learners Foster Youth Low Income	\$3,702,342.00				\$3,702,342.00
2	2.7	Restorative Practices	English Learners Foster Youth Low Income	\$27,330.00				\$27,330.00
2	2.8	Professional learning and wellness for staff	English Learners Foster Youth Low Income		\$75,000.00			\$75,000.00
2	2.9	Tier III and Specialized Support	English Learners Foster Youth Low Income	\$1,486,519.00	\$782,633.00			\$2,269,152.00
3	3.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	English Learners Foster Youth Low Income	\$82,000.00	\$12,000.00		\$116,350.00	\$210,350.00
3	3.2	Ensure and enhance our communication with families through the use of a variety a platforms	English Learners Foster Youth Low Income				\$125,000.00	\$125,000.00
3	3.3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	English Learners Foster Youth Low Income				\$127,539.00	\$127,539.00
3	3.4	Equitable access for participation	English Learners Foster Youth Low Income				\$148,000.00	\$148,000.00
3	3.5	Systems of Communication to	English Learners Foster Youth	\$60,000.00				\$60,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Include the voices of our different parent groups in the design of learning experiences for student and families.	Low Income					
3	3.6	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	English Learners Foster Youth Low Income	\$19,285.00			\$93,139.00	\$112,424.00
3	3.7	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.	English Learners Foster Youth Low Income				\$350,000.00	\$350,000.00
3	3.8	District Enrollment Center	English Learners Foster Youth Low Income	\$718,077.00				\$718,077.00
3	3.9	Transition to High School- Parent workshops	English Learners Foster Youth Low Income				\$45,000.00	\$45,000.00
3	3.10	Students Voice	English Learners Foster Youth Low Income	\$63,000.00				\$63,000.00
3	3.11	Special Education Parent Supports	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
3	3.12	Internal Communication Systems	English Learners Foster Youth Low Income	\$42,500.00				\$42,500.00
4	4.1	Implement a facilities program with the goal of improving student performance	English Learners Foster Youth Low Income	\$4,000,000.00				\$4,000,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Central Office Administration	All	\$1,815,000.00				\$1,815,000.00
4	4.3	Administrative Services	All	\$7,225,000.00				\$7,225,000.00
4	4.4	Operational Services	All	\$15,300,000.00				\$15,300,000.00
4	4.5	Other Expenses	All	\$3,950,000.00				\$3,950,000.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
148,234,895	61,249,917.00	41.32%	0.00%	41.32%	\$61,249,917.00	0.00%	41.32 %	<b>Total:</b>	\$61,249,917.00
								<b>LEA-wide Total:</b>	\$61,249,917.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	3 professional learning days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.2	Student Literacy Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,210,114.00	
1	1.3	Development in Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,780.00	
1	1.4	Continue expansion and refinement of District Dual Language Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$643,480.00	
1	1.5	Development in Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,362,897.00	
1	1.6	Expansion of Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Student Technology Access and Annual Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,192,989.00	
1	1.8	Further Develop Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,796,988.00	
1	1.9	Implementation of State Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$378,560.00	
1	1.10	Data Management Systems to Support Implementation of District standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$505,730.00	
1	1.11	Expansion of District GATE program and Specialized Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.12	Expanded Summer Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,200,000.00	
1	1.14	Equity and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,257.00	
1	1.15	Recruitment, Selection and Retention of Human Capital	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$841,076.00	
1	1.16	Instructional Resources and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$367,001.00	
1	1.17	Support of Diverse and Inclusive School Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.18	Implementation of State and Local Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,600.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.19	Professional Learning to prepare staff for implementation of state standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$494,400.00	
1	1.20	Developing Human Capital	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,363.00	
1	1.21	Maintain District Learning Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.22	English Language Learners Support and Services	Yes	LEA-wide	English Learners	All Schools	\$738,078.00	
1	1.23	Additional Teachers Above Base Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,120,000.00	
1	1.24	School Site Allocations to be Prioritized by School Site Council	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,334,093.00	
1	1.26	Maintain Additional Services for Students at Risk of being Expelled	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$466,655.00	
1	1.27	After School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.28	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,768,511.00	
1	1.29	Textbook Adoptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,578,090.00	
1	1.30	Tier 3 and Special Education Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,516,700.00	
1	1.31	Supporting Cultural Proficiency and Focus on Equitable Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,000.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.32	Developing Educational Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,282.00	
1	1.34	Middle School Collaboratives focused on the development of the OSD Student Profile	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,600.00	
1	1.35	District Wide Banking of Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,954,940.00	
1	1.36	Oxnard Empowers - Implementation Of Strategic Plan	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$81,000.00	
1	1.37	CSI Support for Fremont Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Fremont Intermediate		
2	2.2	Improve opportunities for student connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,654,845.00	
2	2.4	Social and Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,356,397.00	
2	2.5	Health and Welfare of students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,319,438.00	
2	2.6	Create a safe environment conducive to learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,702,342.00	
2	2.7	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,330.00	
2	2.8	Professional learning and wellness for staff	Yes	LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.9	Tier III and Specialized Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,486,519.00	
3	3.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,000.00	
3	3.2	Ensure and enhance our communication with families through the use of a variety a platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Equitable access for participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
3	3.6	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,285.00	
3	3.7	Revamp and maximize the accessibility to the district's website as a conduit of	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		information for all families and community members.						
3	3.8	District Enrollment Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$718,077.00	
3	3.9	Transition to High School- Parent workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.10	Students Voice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,000.00	
3	3.11	Special Education Parent Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
3	3.12	Internal Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,500.00	
4	4.1	Implement a facilities program with the goal of improving student performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$163,273,329.00	\$163,275,904.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	3 professional learning days	Yes	\$2,700,000.00	\$2,700,000.00
1	1.2	Student Literacy Interventions	Yes	\$2,560,005.00	\$2,560,030.00
1	1.3	Development in Literacy	Yes	\$400,425.00	\$400,367.00
1	1.4	Continue expansion and refinement of District Dual Language Programs	Yes	\$914,500.00	\$914,862.00
1	1.5	Development in Mathematics	Yes	\$1,354,250.00	\$1,354,249.00
1	1.6	Expansion of Learning Opportunities	Yes	\$15,407,352.00	\$15,407,352.00
1	1.7	Student Technology Access and Annual Refresh	Yes	\$4,593,259.00	\$4,593,259.00
1	1.8	Further Develop Early Childhood Education	Yes	\$5,840,464.00	\$5,841,582.00
1	1.9	Implementation of State Standards	Yes	\$1,556,668.00	\$1,556,792.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Data Management Systems to Support Implementation of District standards	Yes	\$571,000.00	\$571,125.00
1	1.11	Expansion of District GATE program and Specialized Programs	Yes	\$935,637.00	\$935,637.00
1	1.12	Expanded Summer Learning	Yes	\$1,500,000.00	\$1,500,000.00
1	1.13	Special Education	Yes	\$7,600,000.00	\$7,600,500.00
1	1.14	Equity and Access	Yes	\$280,238.00	\$280,238.00
1	1.15	Recruitment, Selection and Retention of Human Capital	Yes	\$808,727.00	\$808,727.00
1	1.16	Instructional Resources and Supports	Yes	\$357,500.00	\$357,509.00
1	1.17	Support of School Libraries	Yes	\$962,116.00	\$962,116.00
1	1.18	Implementation of State and Local Assessments	Yes	\$327,000.00	\$327,000.00
1	1.19	Professional Learning to prepare staff for implementation of state standards	Yes	\$572,200.00	\$572,288.00
1	1.20	Developing Human Capital	Yes	\$407,808.00	\$407,809.00
1	1.21	Maintain District Learning Management System	Yes	\$269,030.00	\$269,032.00
1	1.22	English Language Learners Support and Services	Yes	\$772,800.00	\$772,800.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Additional Teachers Above Base Staffing	Yes	\$4,000,000.00	\$4,000,000.00
1	1.24	School Site Allocations to be Prioritized by School Site Council	Yes	\$5,153,505.00	\$5,153,505.00
1	1.25	Maintain 24:1 TK- 3rd Grade Average			
1	1.26	Maintain Additional Services for Students at Risk of being Expelled	Yes	\$444,434.00	\$444,434.00
1	1.27	After School Tutoring	Yes	\$100,000.00	\$100,000.00
1	1.28	Instruction	Yes	\$47,458,417.00	\$47,458,417.00
1	1.29	Textbook Adoptions	Yes	\$3,203,000.00	\$3,203,000.00
1	1.30	Tier 3 and Special Education Interventions	Yes	\$2,150,000.00	\$2,150,000.00
1	1.31	Supporting Cultural Proficiency and Focus on Equitable Practices	Yes	\$50,000.00	\$50,000.00
1	1.32	Developing Educational Leaders	Yes	\$345,000.00	\$345,161.00
1	1.33	Independent Study Program	Yes	\$773,819.00	\$773,819.00
1	1.34	Middle School Collaboratives focused on the development of the OSD Student Profile	Yes	\$149,500.00	\$149,500.00
1	1.35	District Wide Banking of Minutes	Yes	\$1,898,000.00	\$1,898,000.00
2	2.1	Child Nutrition			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Improve opportunities for student connectedness	Yes	\$30,000.00	\$30,000.00
2	2.3	Student Attendance	Yes	\$1,683,645.00	\$1,683,645.00
2	2.4	Social and Emotional Supports	Yes	\$6,498,397.00	\$6,498,397.00
2	2.5	Health and Welfare of students	Yes	\$1,480,888.00	\$1,480,898.00
2	2.6	Create a safe environment conducive to learning	Yes	\$2,960,373.00	\$2,960,373.00
2	2.7	Restorative Practices	Yes	\$27,330.00	\$27,330.00
2	2.8	Professional learning and wellness for staff	Yes	\$75,000.00	\$75,000.00
2	2.9	Tier III and Specialized Support	Yes	\$2,269,152.00	\$2,269,152.00
3	3.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	Yes	\$210,350.00	\$210,442.00
3	3.2	Ensure and enhance our communication with families through the use of a variety a platforms	Yes	\$125,000.00	\$125,008.00
3	3.3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	Yes	\$127,539.00	\$127,539.00
3	3.4	Equitable access for participation	Yes	\$148,000.00	\$148,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	Yes	\$60,000.00	\$60,000.00
3	3.6	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	Yes	\$112,424.00	\$112,424.00
3	3.7	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.	Yes	\$350,000.00	\$350,000.00
3	3.8	District Enrollment Center	Yes	\$718,077.00	\$718,080.00
3	3.9	Transition to High School- Parent workshops	Yes	\$45,000.00	\$45,000.00
3	3.10	Students Voice	Yes	\$63,000.00	\$63,004.00
3	3.11	Special Education Parent Supports	Yes	\$40,000.00	\$40,000.00
3	3.12	Internal Communication Systems	Yes	\$42,500.00	\$42,500.00
4	4.1	Implement a facilities program with the goal of improving student performance	Yes	\$1,500,000.00	\$1,500,000.00
4	4.2	Central Office Administration	Yes	\$1,815,000.00	\$1,815,000.00
4	4.3	Administrative Services	Yes	\$7,225,000.00	\$7,225,002.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Operational Services	Yes	\$15,300,000.00	\$15,300,000.00
4	4.5	Other Expenses	Yes	\$3,950,000.00	\$3,950,000.00

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
59,997,988.00	\$84,511,100.00	\$84,511,100.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	3 professional learning days	Yes				
1	1.2	Student Literacy Interventions	Yes	\$1,153,800.00	1,153,800.00		
1	1.3	Development in Literacy	Yes	\$289,000.00	289,000.00		
1	1.4	Continue expansion and refinement of District Dual Language Programs	Yes	\$616,000.00	616,000.00		
1	1.5	Development in Mathematics	Yes	\$1,318,250.00	1,318,250.00		
1	1.6	Expansion of Learning Opportunities	Yes				
1	1.7	Student Technology Access and Annual Refresh	Yes	\$4,593,259.00	4,593,259.00		
1	1.8	Further Develop Early Childhood Education	Yes	\$1,744,563.00	1,744,563.00		
1	1.9	Implementation of State Standards	Yes	\$364,000.00	364,000.00		
1	1.10	Data Management Systems to Support Implementation of District standards	Yes	\$491,000.00	491,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Expansion of District GATE program and Specialized Programs	Yes				
1	1.12	Expanded Summer Learning	Yes				
1	1.13	Special Education	Yes	\$5,000,000.00	5,000,000.00		
1	1.14	Equity and Access	Yes	\$61,096.00	61,096.00		
1	1.15	Recruitment, Selection and Retention of Human Capital	Yes	\$808,727.00	808,727.00		
1	1.16	Instructional Resources and Supports	Yes	\$357,500.00	357,500.00		
1	1.17	Support of School Libraries	Yes				
1	1.18	Implementation of State and Local Assessments	Yes	\$12,000.00	12,000.00		
1	1.19	Professional Learning to prepare staff for implementation of state standards	Yes	\$480,000.00	480,000.00		
1	1.20	Developing Human Capital	Yes	\$359,200.00	359,200.00		
1	1.21	Maintain District Learning Management System	Yes				
1	1.22	English Language Learners Support and Services	Yes	\$696,300.00	696,300.00		
1	1.23	Additional Teachers Above Base Staffing	Yes	\$4,000,000.00	4,000,000.00		
1	1.24	School Site Allocations to be Prioritized by School Site Council	Yes	\$3,236,984.00	3,236,984.00		
1	1.26	Maintain Additional Services for Students at Risk of being Expelled	Yes	\$444,434.00	444,434.00		
1	1.27	After School Tutoring	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.28	Instruction	Yes	\$7,469,723.00	7,469,723.00		
1	1.29	Textbook Adoptions	Yes	\$2,503,000.00	2,503,000.00		
1	1.30	Tier 3 and Special Education Interventions	Yes	\$1,450,000.00	1,450,000.00		
1	1.31	Supporting Cultural Proficiency and Focus on Equitable Practices	Yes	\$50,000.00	50,000.00		
1	1.32	Developing Educational Leaders	Yes	\$345,000.00	345,000.00		
1	1.33	Independent Study Program	Yes				
1	1.34	Middle School Collaboratives focused on the development of the OSD Student Profile	Yes	\$149,500.00	149,500.00		
1	1.35	District Wide Banking of Minutes	Yes	\$1,898,000.00	1,898,000.00		
2	2.2	Improve opportunities for student connectedness	Yes				
2	2.3	Student Attendance	Yes	\$1,654,845.00	1,654,845.00		
2	2.4	Social and Emotional Supports	Yes	\$6,356,397.00	6,356,397.00		
2	2.5	Health and Welfare of students	Yes	\$1,319,438.00	1,319,438.00		
2	2.6	Create a safe environment conducive to learning	Yes	\$2,960,373.00	2,960,373.00		
2	2.7	Restorative Practices	Yes	\$27,330.00	27,330.00		
2	2.8	Professional learning and wellness for staff	Yes				
2	2.9	Tier III and Specialized Support	Yes	\$1,486,519.00	1,486,519.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework	Yes	\$82,000.00	82,000.00		
3	3.2	Ensure and enhance our communication with families through the use of a variety a platforms	Yes				
3	3.3	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members	Yes				
3	3.4	Equitable access for participation	Yes				
3	3.5	Systems of Communication to Include the voices of our different parent groups in the design of learning experiences for student and families.	Yes	\$60,000.00	60,000.00		
3	3.6	Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education.	Yes	\$19,285.00	19,285.00		
3	3.7	Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.	Yes				
3	3.8	District Enrollment Center	Yes	\$718,077.00	718,077.00		
3	3.9	Transition to High School-Parent workshops	Yes				
3	3.10	Students Voice	Yes	\$63,000.00	63,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.11	Special Education Parent Supports	Yes	\$40,000.00	40,000.00		
3	3.12	Internal Communication Systems	Yes	\$42,500.00	42,500.00		
4	4.1	Implement a facilities program with the goal of improving student performance	Yes	\$1,500,000.00	1,500,000.00		
4	4.2	Central Office Administration	Yes	\$1,815,000.00	1,815,000.00		
4	4.3	Administrative Services	Yes	\$7,225,000.00	7,225,000.00		
4	4.4	Operational Services	Yes	\$15,300,000.00	15,300,000.00		
4	4.5	Other Expenses	Yes	\$3,950,000.00	3,950,000.00		

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
84,511,100.00	59,997,988.00	0.00%	70.99%	\$84,511,100.00	0.00%	100.00%	\$0.00	0.00%



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the 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).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### **Focus Goal(s)**

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated



Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

#### **Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)



- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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