

Goal 1: Instruction

In an environment of high expectations with support, the Oxnard Union High School District will develop and implement instructional practices that support high school graduation, as well as college and career readiness for ALL students

Related State Priorities

1, 2, 4, 5, 7, 8

Local Priorities

1, 2, 3, 4, 8

Identified Need

Student data from a variety of sources indicates that not all students are achieving at 'college ready' levels and that achievement gaps exist between significant pupil subgroups in the District.

Data Examined includes:

- CAASPP/EAP
- Graduation rate/Dropout rate
- Students earning the High School Diploma with the State Seal of Biliteracy
- English Learner Re-Designation Fluent English Proficient (RFEP) rate
- UC a-g coursework completion rate
- Advanced Placement Equity & Access percentage
- PSAT/SAT/ACT participation rate
- Career Pathway participation rate
- CTE course participation rate
- Student, Parent, and Staff feedback & survey
- California Healthy Kids Survey
- Attendance rates
- Incidents of student discipline

Goal Applies to:

Schools: ACHS, CIHS, CHS, FHS, HHS, OHS, PHS, RCHS, RMHS

Applicable Pupil Subgroups: ALL, English Learner, Foster Youth, Socio-Economically Disadvantaged

Expected Annual Measureable Outcomes

CAASPP English Language Arts/EAP

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

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

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

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

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

CAASPP Mathematics

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

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

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

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

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

Graduation Rate

Increase percent of students and percent of significant subgroups graduating from 82% to 84%

Dropout Rate

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

State Seal of Biliteracy

Increase percent of students earning their high school diploma with the State Seal of Biliteracy from 333 to 350

Re-Designated Fluent English Proficient (RFEP)

Increase percent of students identified as Re-Designated Fluent English Proficient from 8% to 12%

Career Academy participation rate

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

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

CTE course participation rate

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

Actions/Services

1-1-1

Develop and implement a District Wide Instructional Focus that supports college and career readiness and the development of school-wide instructional goals at each school site.

1-2-1

Create a committee to study the redesign of District bell schedules, to include an update of District graduation requirements and freshman curriculum as they relate to the studied change. The study will focus on changes that support increased participation in and access to college and career ready coursework and related co-curricular experiences for ALL students.

1-3-1

Provide ALL students access to rigorous standards-aligned courses designed as preparation for high school graduation as well as preparation for college and career readiness through the collaborative development of instructional units, lessons, and interim and benchmark assessments that provide students quality feedback.

1-4-1

Provide professional learning designed to support students identified as English Learners with literacy strategies, interventions, and coursework that creates access to re-designation as Fluent English Proficient, UC a-g course completion, and career pathway participation.

1-5-1

Provide professional learning designed to support ALL students' access to project based learning opportunities that includes the development of instructional units, lessons, and projects connected to real world topics, careers, and concepts.

1-6-1

Provide professional learning in support of the ongoing implementation of Linked Learning Career Pathways that connects core curriculum and high wage high need career opportunities in Ventura County to students through project based learning, career technical education coursework, and work based learning opportunities.

1-7-1

Develop and implement a protocol for collaborative classroom walkthrough observations that assess progress toward the District's instructional goal.

1-8-1

Provide instructional coaching in core content areas with District level Learning Design Coaches working with site instructional coaches to build instructional capacity through implementation plans for professional learning initiatives in ELA, Math, ELD, NGSS, and Social Science

Goal 2: Instructional Materials and Educational Technology

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement standards aligned materials and educational technology that support high school graduation, as well as college and career readiness for ALL students

Related State Priorities

1, 2, 4, 5, 7, 8

Local Priorities

1, 8

Identified Need

Data from a variety of sources indicates that effectively implemented materials, technology, and co-curricular programs support the improvement of student achievement. This data additionally shows that ineffective implementation, a lack of available professional learning, and/or a lack of alignment to standards of materials, technology, and co-curricular programs inhibit student achievement

Data Examined includes:

- CAASPP/EAP
- Graduation rate/Dropout rate
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- English Learner Re-Designation Fluent English Proficient (RFEP) rate
- UC a-g coursework completion rate
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- PSAT/SAT/ACT participation rate
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Goal Applies to:

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Applicable Pupil Subgroups: ALL, English Learner, Foster Youth, Socio-Economically Disadvantaged

Expected Annual Measureable Outcomes

Participation in Learning Management System (LMS)

Establish the number of teachers with active LMS accounts

Participation in On-Line Learning

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

Development of Benchmark Assessments

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

Completion of District Computer Literacy Graduation Requirement

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

Actions/Services

2-1-1

Provide standards aligned instructional materials and technology to support updating of courses to meet the California Standards and the design and implementation of new courses. Provide instructional materials and technology to support tutoring and other academic enrichment activities.

2-2-1

Identify and effectively implement instructionally relevant educational technology in support of high school graduation as well as college and career readiness

2-3-1

Plan and develop the concept of on-line learning centers at each school site that provide initial credit and make up credit in support of high school graduation as well as college and career readiness through an UC a-g approved online learning platform

2-4-1

Develop online activities and resources for District courses using an online learning management system

2-5-1

Develop interim assessments and benchmarks within an online student data system that provide students with immediate feedback on their progress to mastery of standards and allows teachers to collaboratively examine student work and modify instruction to meet student needs

2-6-1

Provide effective implementation of educational technology through the daily, weekly, and monthly training provided by the Coordinator of Educational Technology, Learning Design Coach – Technology, and Site Tech Coaches

Goal 3: Positive Behavior, Intervention, & Support

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement academic and social-emotional positive behavior, intervention, and support programs for ALL students.

Related State Priorities

1, 3, 4, 5, 6, 8

Local Priorities

4, 6, 7, 8

Identified Need

Data from a variety of sources indicates that student achievement is impacted positively when students interact regularly with a caring adult who provides high expectations, including a clear academic expectations, and the support necessary to achieve these expectations within a campus environment that is safe and welcoming.

Data Examined includes:

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- Graduation rate/Dropout rate
- Students earning the High School Diploma with the State Seal of Biliteracy
- English Learner Re-Designation Fluent English Proficient (RFEP) rate
- UC a-g coursework completion rate
- Advanced Placement Equity & Access percentage
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Goal Applies to:

Schools: ACHS, CIHS, CHS, FHS, HHS, OHS, PHS, RCHS, RMHS

Applicable Pupil Subgroups: ALL, English Learner, Foster Youth, Socio-Economically Disadvantaged

Expected Annual Measureable Outcomes

UC a-g coursework completion rate

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

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

Advanced Placement Equity & Access percentage

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

PSAT/SAT/ACT

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

Attendance rate

Increase District Average Daily Attendance by 1%

Discipline rate

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

Decrease expulsion rate by 5%

Student Connectedness

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

Establish an initial response rate to student connectedness survey questions

Actions/Services

3-1-1

Provide professional learning and other supports for the implementation of Positive Behavior Intervention & Support strategies at each site through PBIS Foundations Team Training and site PBIS Coaching.

3-2-1

Provide a comprehensive system of tutoring and other academic support activities during afternoon and evening hours

3-3-1

Provide support and professional learning for the Advancement via Individual Determination (AVID) program

3-4-1

Provide the PSAT 9 to ALL Grade 9 students and the PSAT to ALL students in Grade 10 and Grade 11 as well as a review of the student results as a College Readiness experience.

3-5-1

Provide support and professional learning for the Advanced Placement/International Baccalaureate Program

3-6-1

Provide a Counseling and Guidance program that supports enhanced access to Counseling services, college and career readiness, and communication with parents in their home language. Implement related professional learning to support Counseling and Guidance services for ALL students including English Learners, Foster Youth, and Youth impacted by poverty.

3-7-1

Provide professional learning and student programs that support cultural proficiency, community/school pride, and tolerance of others.

3-8-1

Provide support for the development and implementation of safe school plans and well maintained facilities.

Goal 4: Parent, Family, and Community Involvement

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement programs and initiatives that effectively involve parents, families, and the community in support of improving student achievement.

Related State Priorities

1, 3, 6, 8

Local Priorities

1

Identified Need

Data from a variety of sources indicates that student achievement is impacted positively when parents and families receive regular communication from schools and opportunities to understand the most effective ways to support their student.

Data Examined includes:

- CAASPP/EAP
- Graduation rate/Dropout rate
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- English Learner Re-Designation Fluent English Proficient (RFEP) rate
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Expected Annual Measureable Outcomes

Parent Connectedness

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

Establish an initial response rate to parent connectedness survey questions

Parent Participation

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

Actions/Services

4-1-1

Provide regular school/home communication in the appropriate home language and regular updates to student progress on Parent VUE/Student VUE.

4-2-1

Provide a parent/student/staff survey to allow for input and feedback into District programs and services

4-3-1

Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports an understanding of the requirements for high school graduation as well as UC a-g college entrance requirements, and career education opportunities.

4-4-1

Provide afternoon, evening, and weekend programming for parents in the appropriate home language that supports the use of educational technology by students and parents as well as the use of Parent VUE.

4-5-1

Provide afternoon, evening, and weekend programming for parents in the appropriate home language that allows parents to support their students' academic progress.

4-6-1

Provide a 'parent liaison' to coordinate afternoon, evening, and weekend programming for parents in the appropriate home language that supports high school graduation as well as college and career readiness for ALL students.