

Founded in 1901 Oxnard Union High School District (OUHSD) serves the Ventura County cities of Oxnard, Camarillo and Port Hueneme as well as Naval Base Ventura County and the unincorporated areas of El Rio and Somis. 16,700 OUHSD students attend six comprehensive high schools, one career themed academy high school, one continuation high school, one alternative independent study school, and one middle college high school.

District students represent the great diversity of the region with 79% of District students Hispanic or Latino, 11% White, 3% Filipino, 1.5% Asian, and 1.5% African American. 64% of District students experience poverty (LI) and 59% of District students come from a second language background; 2.6% are initially fluent (IFEP), 12% are English Learners (EL), and 44% are Re-designated Fluent English Proficient (RFEP).

OUHSD's vision of High Expectations and Powerful Futures for EVERY student supports the high school diploma as a minimum for ALL students and demands that college and career ready experiences happen for EVERY student prior to graduation.

2019-2020 Goals

Goal 1: Instruction - To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons. **9 Actions/Services \$13.28M**

Goal 2: College & Career Readiness - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation. **7 Actions/Services \$2.14M**

Goal 3: Multi-Tiered Systems of Support & Intervention - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, multi-tiered wellness interventions, and safety programs. **5 Actions/Services \$12.65M**

Goal 4: Parent, Family, and Community Involvement - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will effectively involve parents, families, and community in programs and initiatives that provide support to students. **4 Actions/Services \$178K**

Increased and Improved services to English Learners, Low Income students, and Foster Youth

Based on feedback from students, staff, parents, and community, student achievement data, as well as research on effective practices the four goals and twenty-five (25) actions and services in the 2019-2020 OUHSD LCAP are principally designed to increase and improve services for EL, LI, and FY youth. Increased and/or improved services include, but are not limited to: School Libraries, Instructional Lesson Study; Instructional Rounds, Professional Development to support EL student achievement; technology devices and technology based lessons; post-secondary partnerships with college, universities, and business partners; Intentional college readiness: PSAT and SAT during the school day and Seniors completing 2 and/or 4 year college applications and FAFSA/DREAM Financial Aid applications; Multi-Tiered Systems of Support (MTSS) supported by Student Intervention Specialists, Nurses, Health specialists, wellness programs, behavioral health referrals, family counseling referrals; Safe School plans supported by School Resource Officers, Campus Supervisors, and additional Custodians; the CALSAFE program for pregnant and parenting teens; as well as Improved parent communication and opportunities for parent engagement. Additionally, District LCAP dollars are assigned to school sites in allocations based on the unduplicated pupil percentage (UPP). These site allocations will increase and improve specific site services that align to the Goals/Actions/Services in the District LCAP.

For More Information please contact:

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Goal 1: Instruction, Literacy, & Language Proficiency

To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons

Related State Priorities

Basic Services, Course Access, State Standards, Student Achievement, Student Engagement, Student Outcomes

Related Local Priorities/Board Goals

College & Career Readiness, Instruction, Literacy & Language Proficiency, Technology Services

Identified Need

Student data from the California School Dashboard and other local indicators identifies that not all District students are achieving at college and career ready levels and that achievement gaps exist between significant pupil subgroups in the District, including English Learners, Low Income students, and Foster Youth, The District is in Differentiated Assistance for English Learner achievement in Math and English Language Arts

Goal Applies to:

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

Applicable Pupil Subgroups: Principally directed toward English Learners, Low Income students, Foster Youth

Expected Annual Measurable Outcomes

English Learner Progress Indicator

- Increase percent of students identified as Re-Designated Fluent English Proficient from 19% to 20%
- Increase percent of students Level 4 "Well Developed" on ELPAC from 28% to 30%

Graduation Rate Indicator

- Increase percent of students graduating from 89% to 90%
- Increase percent of EL students graduating from 87% to 89%
- Increase percent of LI students graduating from 84% to 85%
- Increase percent of FY students graduating from 66% to 68%

College & Career Indicator - CAASPP English Language Arts/EAP

- Increase percent of ALL students scoring 'Standard Exceeded' from 20% to 22%
- Increase percent of ALL students scoring 'Standard Met' from 33% to 33%
- Increase percent of EL students scoring 'Standard Exceeded' from 7% to 10%; Standard Met from 10% to 12%
- Increase percent of LI students scoring 'Standard Exceeded' from 15% to 17%; Standard Met from 35% to 38%
- Increase percent of FY students scoring 'Standard Exceeded' from 7% to 10%; Standard Met from 31% to 33%
- Increase percent of ALL students scoring 'Above Standard' on English Language Arts Claims in Reading from 25% to 27%; EL students from 7% to 10%; LI students 20% to 22%
- Increase percent of ALL students scoring 'Above Standard' on English Language Arts Claims in Writing from 30% to 34%; EL students from 5% to 8%; LI students 24% to 30%
- Increase percent of ALL students scoring 'Above Standard' on English Language Arts Claims in Listening from 22% to 24%; EL students from 7% to 10%; LI students 15% to 20%
- Increase percent of ALL students scoring 'Above Standard' on English Language Arts Claims in Research from 32% to 36%; EL students from 6% to 10%; LI students 32% to 34%

College & Career Indicator - CAASPP Mathematics

- Increase percent of ALL students scoring 'Standard Exceeded' from 10% to 12%
- Increase percent of students and percent of ALL students scoring 'Standard Met' from 18% to 22%
- Increase percent of EL students scoring 'Standard Exceeded' from 5% to 10%; Standard Met from 7% to 10%
- Increase percent of LI students scoring 'Standard Exceeded' from 7% to 10%; Standard Met from 15% to 20%
- Increase percent of FY students scoring 'Standard Exceeded' from 5% to 10%; Standard Met from 5% to 10%
- Increase percent of ALL students scoring 'Above Standard' on Mathematics Claims in Concepts/Procedures from 20% to 24%; EL students from 7% to 10%; LI students 13% to 15%
- Increase percent of ALL students scoring 'Above Standard' on Mathematics Claims in Problem Solving/Data Analysis from 17% to 20%; EL students from 7% to 10%; LI students 27% to 29%
- Increase percent of ALL students scoring 'Above Standard' on Mathematics Claims in Communicating Reasoning from 14% to 20%; EL students from 5% to 10%; LI students 10% to 12%

Local Indicator – Implementation of Academic Standards - Dropout Rate

- Decrease percent of students identified as 'dropouts' from 7.7% to 7.4%

Local Indicator – Implementation of Academic Standards - State Seal of Biliteracy

- Increase number of students earning their high school diploma with the State Seal of Biliteracy from 404 to 424

Local Indicator – Implementation of Academic Standards – Academic Performance Index (API)

- The California Department of Education is no longer reporting the API score for Districts and Schools

Actions/Services

1-1-1-0

Instructional planning and professional learning that supports the High School Diploma for EVERY student and provides college and career readiness for EVERY student, through the development and implementation of lessons aligned to the California Content Standards delivered through inquiry and engagement strategies. *\$2,964,608 S/C*

1-2-1-0

Instructional Rounds that develop common lesson and assessment strategies within and across school sites and academic disciplines through professional collaborative learning. *\$32,079 S/C*

1-3-1-0

Instructional Lesson Study that supports the collaborative development of equitable, rigorous, accessible, and engaging lessons. Including support for common planning, peer to peer observation and review of student work designed to inform subsequent lesson development and improve student outcomes. *\$107,911 S/C*

1-4-1-0

Instructional planning and professional learning designed to support English Learners, particularly Long-Term English Learners, with language strategies, interventions, coursework, and collaboration through a site based English Learner Response Team (ELRT) that creates access to Re-designation as Fluent English Proficient (RFEP), UC a-g course completion, and career pathway completion. *\$123,773 S/C*

1-5-1-0

Instructional planning and professional learning designed to support ALL students' access to Open Educational Resources (OER) including the development of instructional units, lessons, flex books, and projects connected to local issues, real world topics, careers, and concepts requiring critical thinking and problem solving through the California content standards. *\$18,584 S/C*

1-6-1-0

1/1 student devices and internet access. Technology-based academic support programs and supplemental print and electronic materials, including access to on-line and print resources through school libraries and Teacher Librarians. Supporting equitable, rigorous, accessible, inquiry based engaging lessons for ALL students. *\$5,068,098 S/C*

1-7-1-0

Instructional coaching with District Learning Design Coaches working with site instructional coaches to build instructional capacity and student efficacy through site instructional leadership teams, site literacy initiatives, and student projects requiring critical thinking and problem solving. *\$752,943 S/C*

1-8-1-0

Professional learning and training on inquiry and engagement strategies supported by educational technology through online resources as well as District and Site Tech Coaches. *\$1,133,696 S/C;*

1-9-1-0

All District Teachers will be appropriately assigned and credentialed. Additional FTE will be assigned to sites to provide targeted intervention through class size reduction/content literacy activities in Grade 9 math and ELD courses. *\$3,078,787 S/C;*

Goal 2: College and Career Readiness

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation

Related State Priorities

Basic Services, State Standards, Course Access, Student Engagement, Student Achievement, Student Outcomes

Related Local Priorities/Board Goals

College & Career Readiness, Multi-Tiered Systems of Support, Instruction, Literacy & Language Proficiency

Identified Need

Student data from the California School Dashboard and other local indicators identifies that not all District students are achieving at college and career ready levels and that achievement gaps exist between significant pupil subgroups in the District, including English Learners, Low Income students, and Foster Youth.

Goal Applies to:

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

Applicable Pupil Subgroups: Principally directed toward English Learners, Low Income students, Foster Youth

Expected Annual Measureable Outcomes

College & Career Indicator - UC a-g coursework completion rate

- Increase percent of ALL students completing UC a-g coursework from 38% to 41%
- Increase percent of EL completing UC a-g coursework from 5% to 6%
- Increase percent of LI completing UC a-g coursework from 30% to 33%
- Increase percent of FY completing UC a-g coursework from 10% to 12%

College & Career Indicator - Advanced Placement Enrollment & Exam Yield

- Increase Advanced Placement enrollment percentage from 28% to 31%
- Increase Advanced Placement exam yield from 85% to 88%
- Increase Advanced Placement exam pass rate from 48% to 50%

College & Career Indicator - PSAT

- Increase Grade 11 PSAT college ready scores from 889 to 894; in ERW from 450 to 460; in Math from 445 to 450
- Increase Grade 11 PSAT percent meeting benchmark from 20% to 24%; in ERW from 44% to 46%; in Math from 22% to 24%
- Increase Grade 10 PSAT college ready scores from 845 to 855; in ERW from 426 to 432; in Math from 422 to 426
- Increase Grade 10 PSAT percent meeting benchmark from 20% to 24%; in ERW from 44% to 48%; in Math from 21% to 24%

College & Career Indicator – 2 & 4 Year College Applications & FAFSA

- 100% of Seniors will complete a 2 or 4 year college application and FAFSA

College & Career Indicator – OUHSD Career Academy participation rate

- Increase percent of students participating in OUHSD career academies from 18% to 20%
- Increase percent of EL, LI, FY students participating in District career academies

Expected Annual Measurable Outcomes – Goal 2 *continued*

College & Career Indicator - CTE Pathway completion rate

- Increase percent of students completing a CTE pathway intro/participant course from 20% to 24%
- Increase percent of students completing a CTE pathway concentrator course from 24% to 26%
- Increase percent of students completing a CTE pathway capstone course from 16% to 18%

Local Indicator – Implementation of Academic Standards – D/F Rates

- All students improve D/F rate for (S1) from 18% to 16%
- All students improve D rate for (S1) from 9% to 8%
- All students improve F rate for (S1) from 9% to 8%
- Improve EL(s1) D/F 30%; D's 14%; F's 16% to EL D/F 28%; D's 13%; F's 15%
- Improve LI (s1) D/F 20%; D's 10%; F's 10% to LI D/F 18%; D's 9%; F's 9%
- Improve FY (s1) D/F 36%; D's 14%; F's 22% to FY D/F 33%; D's 12%; F's 21%

Actions/Services

2-1-1-0

Develop and implement partnerships with colleges, universities, local businesses, and partner school districts that create access to post high school opportunities for ALL students. *\$266,049 S/C*

2-2-1-0

Seniors will complete a 2 and/or 4-year college application as well as the Federal Application for Student Aid (FAFSA). *\$20,457 S/C*

2-3-1-0

Provide support and professional learning for the Advancement via Individual Determination (AVID) program at ACHS, CIHS, HHS, OHS, PHS, and RMHS. *\$437,068 S/C;*

2-4-1-0

Provide the PSAT 9 to ALL Grade 9 students, the PSAT to ALL students in Grade 10 and Grade 11, and the SAT to ALL Grade 11 and Grade 12 students as well as a review of the results as a college readiness experience. *\$563,366 S/C;*

2-5-1-0

Provide support and professional learning for the Advanced Placement/International Baccalaureate Programme. *\$403,937 S/C*

2-6-1-0

Provide additional Counselors at each site for focus on EL, LI, and FY youth. All counselors at each site will develop college and career readiness programming, partner district articulation and targeted academic interventions to support closing the achievement gap. *\$420,115 S/C; \$630,000 Title 1*

2-7-1-0

Instructional support and professional learning in support of Career Academies and Career Pathways that connect students to 2 and 4-year college opportunities, work based learning experiences and high need/high wage career opportunities in Ventura County. *\$34,358 S/C; \$2,100,000 CTEIG*

Goal 3: Multi-Tiered Systems of Support & Intervention

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, multi-tiered wellness interventions, and safety programs.

Related State Priorities

Basic Services, Parent Involvement, Student Engagement, School Climate, Student Outcomes

Related Local Priorities/Board Goals

College & Career Readiness, Multi-Tiered Systems of Support, Equitable Learning Conditions & Facilities

Identified Need

Student data from the California School Dashboard and other local indicators identifies that student achievement is impacted positively when students interact regularly with a caring adult within a safe school environment that provides high expectations for every student, including clear academic expectations and relevant support within a school campus that is safe and welcoming

Goal Applies to:

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

Applicable Pupil Subgroups: Principally directed toward English Learners, Low Income students, Foster Youth

Expected Annual Measurable Outcomes

Local Indicator – School Climate – Student Youthtruth Survey

- Increase positive student response to School Culture from 40% to 46%
- Increase positive student response to Relationships with Teachers from 46% to 52%
- Increase positive student response to Relationships with Peers from 50% to 60%
- Increase student participation in the survey from 81% to 82%
- Increase positive student response to College Readiness from 35% to 40%
- Increase positive student response to Academic Rigor from 64% to 68%
- Increase positive student response to Student Engagement from 55% to 60%

Suspension Rate Indicator – Suspension Incidents

- Decrease incidents of suspension from 999/6.0% to 982

Suspension Rate Indicator – Expulsion Incidents

- Decrease incidents of expulsion from 44 to 42

Chronic Absenteeism Indicator - Attendance and Chronic Absenteeism rates

- Increase District Average Daily Attendance from 96.15% to 96.20%
- Decrease Chronic Absenteeism from 15.5% to 15.0%

Actions/Services

3-1-1-0

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. *\$151,053 S/C*

3-2-1-0

Establish a Multi-Tiered System of Support (MTSS) to provide coordinated academic, socio-emotional interventions, and health/wellness interventions for EL, LI, FY, and students with disabilities both during and outside the school day. Including Student Intervention Specialists, Behavioral Specialists, Program Specialists, Program Coordinators, Nurses, Health Programs and Specialists, Athletic Trainers, After School Programs, credit recovery programs, and Student Support Services. *\$6,092,753 S/C;*

3-3-1-0

Provide professional learning and student programming that support cultural proficiency, community/school pride, and tolerance of others. *\$46,460 S/C;*

3-4-1-0

Provide CALSAFE programming for pregnant and parenting teens. *\$705,000 S/C;*

3-5-1-0

Provide safe routes to school, comprehensive safe school plans, procedures, and personnel as well as safe and well-maintained facilities to support student achievement, student safety, and student wellness. *\$5,648,376 S/C*

Goal 4: Parent, Family, and Community Involvement

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will effectively involve parents, families, and community in programs and initiatives that provide support to students.

Related State Priorities

Parent Involvement, Student Engagement, School Climate

Local Priorities

College & Career Readiness, Equitable Learning Conditions & Facilities

Identified Need

Student data from the California School Dashboard and other local indicators identifies 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.

Goal Applies to:

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

Applicable Pupil Subgroups: Principally directed toward English Learners, Low Income students, Foster Youth

Expected Annual Measureable Outcomes

Local Indicator – Parent Engagement – Parent Survey

- Increase parent survey participation from 3500 to 7500
- Increase positive parent response to receiving communication and feedback from their school from 56% to 58%
- Increase positive parent response to feeling engaged in and empowered by their school from 58% to 60%
- Increase positive parent response to believing their school is safe from 64% to 65%

Local Indicator – Parent Engagement

- Increase overall parent program participation from 4000 parents to 4800 parents
- Increase parent participation at site events from 675 to 725

Actions/Services

4-1-1-0

Provide regular two-way school/home communication through outreach in the appropriate home language.
\$100,779 S/C

4-2-1-0

Provide a parent survey and create a comprehensive plan and identify staff to facilitate increased participation in the parent survey to allow for input and feedback into site and District goals, actions, and services. *\$35,103 S/C*

4-3-1-0

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: high school graduation; academic, social, health, safety, and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested. *\$11,109 S/C*

4-4-1-0

Provide a Parent Liaison to coordinate afternoon, evening, and weekend programming for parents and families in the appropriate home language to support student achievement as well as college and career readiness *\$32,685 S/C; \$31,819 S/C; \$130,000 T1*