

Strategy

In Oxnard Union High School District (OUHSD) federal funds in Title I, II, III, and IV are directed to meet the needs of Low-Income students (LI), English Learners (EL), and Foster Youth (FY). Services from these funds include, but are not limited to: Student Intervention Specialists (Title 1), Categorical Program Counselors (Title I), a Parent Liaison (Title I), Parent programming (Title 1), New Teacher Orientation (Title II), Professional Learning for Administrators and Teachers (Title II), English Learner Monitoring (Title III), Professional Learning in Integrated and Designated ELD (Title III), Mental Health Services (Title IV), Crisis Intervention (Title IV), and Professional Learning for Teachers to promote Inquiry and Engagement through technology during daily lessons (Title IV).

Alignment

In Oxnard Union High School District (OUHSD) federal funds supplement District LCAP funds to support the needs of Low-Income students (LI), English Learners (EL), and Foster Youth (FY). The LCFF supplemental and concentration funds in the LCAP and federal funds are aligned to four District LCAP goals: Instruction, College and Career Readiness, Multi-tiered Systems of Support, and Parent and Family Engagement. Actions and Services supported by federal funds and District LCAP funds are reviewed by the School Site Council and ELAC at each school site for alignment to the District LCAP goals and student needs as identified through the review of student data. Student outcomes are also reviewed in relation to District LCAP Goals, Actions, and Services at the District LCAP Community meeting, the District English Learner Advisory Committee (DELAC) meetings, as well as with each School Site Council and site ELAC. This process assists in identifying which actions and services to continue, which to enhance, and which to discontinue. This review is also included in the annual School Plan for Student Achievement summary review.

Title I – Part A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Parents and family members at Frontier (Continuation) High School will participate in a Parent and Family Survey as part of the development of the CSI plan to improve graduation rate. Parents at FHS also participate on the School Site Council which will approve and later analyze the effectiveness of the CSI plan. The plan will memorialize and promote the ability of students to earn a minimum of 82.5 credits in the Trimester system at FHS in one school year. Also highlighted will be the opportunity for FHS students to take ROP Career Technical Education courses and Community College Dual Enrollment courses in addition to their Trimester schedule at FHS.

Parents and family members of Students with Disabilities (SWD) at Adolfo Camarillo High School and Oxnard High School will participate in the development of an Additional Targeted Support and Improvement (ATSI) plan to address the achievement gaps of Students with Disabilities on multiple California School Dashboard indicators at each site. This participation will occur in focus groups of parents to discuss the support for their students available in the Least Restrictive Environment at each campus and will facilitate suggestions from parents and families on how to improve these services. The focus groups will also include student voice and discussions of student and parent experiences in IEP meetings, day to day instruction, and extra-curricular and co-curricular activities.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116

The Oxnard Union High School District (OUHSD) Parent and Family Engagement Policy is jointly developed through the School Site Councils in the District. The policy is mailed home to parents and additionally included in the District Parent & Student handbook which is available both in hard copy and on the District's website in English and Spanish.

Annually the District supports families by providing education and support services in forms of parent workshops and family conferences open to all families district wide. In these workshops, where materials and presentations are held in both English and Spanish, families receive information on parenting skills, college and career readiness, high school/A-G requirements, transition to high school process, and social/emotional support through parent support groups. The District also provides workshops in English and Spanish on how to access Parent Vue which is our district online system to view students' grades and attendance.

The District provides parent programming in English and Spanish targeted for first generation parents and newcomer families through Padres Promotores. This program includes information and resources about parenting teens; drug, alcohol, and vaping use among teens; supporting student academic achievement; college readiness; and other topics. Additionally, each school site conducts a Parent and Family Survey in English and Spanish to determine topics of interest to parents. To address topics selected by parents OUHSD school sites conduct a minimum of two parent events outside of back to school night and open house.

The District coordinates leadership trainings and LCAP Community meetings where all school sites invite their site administrative team, staff, and parent leaders to learn about the importance of parent advisory committees and their role. The District has an LCAP Goal of Parent and Community Involvement and as part of the annual community input process the importance of parent input and collaboration between parents, families, students, and the school sites is emphasized. Bilingual material and translation is always provided for families at these events.

Parent and Family survey results are shared during faculty meetings, site Instructional Leadership Team meetings and District LCAP Community meetings. These results include but are not limited to: parents feeling engaged and involved in their child's school as well as parent beliefs about school safety. Both kudos and concerns from parents are reviewed by site and District staff and parent input into the School Plan for Student Achievement and District LCAP are included in the development and board adopted versions of both plans.

The District communicates to families in different forms. This includes a district wide parent newsletter in Spanish/English where parents receive articles and tips on how to assist their teenager in high school with academics, social and college and career as well as site tutorial schedules. Flyers, both paper and electronic, of upcoming district wide events such as family conferences and health and wellness events are sent to parents in both English and Spanish. Personal calls are made specifically to District migrant and newcomer EL families to invite them personally to parent events and offer extra explanation and support navigating the school's systems. OUHSD uses a program called "Parent Square" to communicate with parents via text, email, and phone. Parent Square translates the school communication into the student's selected home language. Parent Square also allows the parent to respond to the school via text or email creating two-way dialogue for sharing information and problem solving.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

OUHSD conducted a needs assessment, a Root Cause Analysis, to examine student achievement for Low Income (LI) students, English Learners (EL), and Foster Youth (FY).

The needs analysis developed into instructional improvement strategies that include Lesson Study – where teachers will jointly and in teams develop lessons based on California standards, observe one another teaching these lessons, and analyze student work product for gaps in achievement. The gap analysis will inform the ongoing lesson development in each teacher's classroom as well as remediation and intervention for students.

Another strategy to address the achievement of LI, EL, and FY students is the ongoing work of the English Learner Response Team (ELRT). The ELRT monitors the progress of EL students and EL students who have been re-designated Fluent English Proficient for less than four years. Each site ELRT members include Counselors, Teachers, Administrators, and District office staff. The work of the ELRT team includes insuring appropriate placement of EL students into the site Master Schedule and creating individualized MTSS Tier II intervention plans for EL students at risk of dropping out of High School. These initiatives are supported by ongoing professional learning for staff in topics including the California content standards, Positive Behavior Intervention and Support, career technical education pathways and standards, as well as college readiness strategies and activities.

LI, EL, and FY students are provided additional academic support and college readiness counseling services through specific targeted counseling programs. Student Intervention Specialists provide LI, EL, and FY students with mental health services, crisis intervention, and referral to community-based organizations for additional assistance.

The District serves two Targeted Assistance School (TAS) programs, Condor High School and Oxnard Middle College High School. Condor High School is provided a Special Programs Counselor to work specifically with LI, EL, Homeless and FY students. As an Independent Study program, Condor provides additional credit recovery opportunities for targeted students. Condor also provides Mental Health supports through a Student Intervention Specialist that works with targeted students and families.

Oxnard Middle College High School is a brand-new school opening with grade 9 students in 2018-2019 and adding grade 10 in 2019-2020. Students at OMCHS take community college courses on the campus at Oxnard College along with their High School coursework. Students targeted for assistance receive support for tutoring, targeted counseling services, university field trips, and teacher professional learning.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance program under Section 1115, will identify the eligible children most in need of services under this part.

Upon enrollment students complete a language survey and a housing survey to determine if they require services as English Learners or Homeless youth. Students and Families are additionally provided an application for the National School Lunch Program. Students identified through this process as Low Income (LI), English Learners (EL) or Homeless are provided targeted services. Students in the Targeted Assistance are also reviewed for deficits in achievement during the school year through grade reports and other progress checks to determine if they have additional targeted needs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

In response to the McKinney-Vento Homeless Assistance Act Oxnard Union High School District (OUHSD) annually participates in identifying students in transitional housing or other unstable housing situations eligible for assistance. The District also verifies their eligibility for annually thereafter. Title one and District LCAP funds are specifically reserved for Homeless youth in Oxnard Union High School District to provide necessary school supplies and backpacks, transportation to and from school, and specialized counseling and intervention services. Students who are itinerant establish a home school in the District upon enrollment and are not required to move from that school if their residence changes or is lost while they are eligible under McKinney-Vento as transportation is provided through reserved funding. Qualifying students are also informed about the alternate High School graduation requirements available under McKinney-Vento through their targeted counseling program.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners;**
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

Oxnard Union High School District (9 – 12) works with seven (7) local K – 8 school districts and two K – 8 Charter Schools to annually transition more than 4000 grade 8 students into grade 9. OUHSD holds articulation meetings with each local elementary district and charter school to provide information on the programs and supports available for incoming grade 9 students in each of the high schools operated by OUHSD. All transitioning grade 8 students receive a tour of their high school and registration visits to their grade 8 classroom. English Learners, Foster Youth, and Students with disabilities receive specific individual transition meetings into the high school they will attend.

Oxnard Union High School District engages in intentional college readiness. All students in the District, including LI, EL, FY, and Homeless Youth take the PSAT in grades 9, 10, and 11 as well as the SAT in grades 11, and 12 at no cost to the student. The District recently aligned the high school graduation requirements more closely to the UC/CSU a-g requirements. All students in grade 12 are supported to complete a 2-year college application and/or a 4-year college application, and to fill out the FAFSA or California DREAM Act applications.

Career Technical Education in Oxnard Union High School District includes more than 50 Career Pathways and 12 Career Academies aligned to high need high wage careers in Ventura County. These two and three-year CTE sequences also align to a degree or certificate in the Ventura County Community College District and a major with in the California State University. Each CTE Pathway and CTE Academy in the District has an industry advisory board that meets regularly to advise the program on current trends in local businesses and industry.

Oxnard Union High School District is in partnership with the Ventura County Community College District/Oxnard College for Dual Enrollment in community college coursework both within the day and beyond the school day for District students.

During the 2018-2019 school year OUHSD opened Oxnard Middle College High School on the campus of Oxnard College to provide students, including LI, EL, FY, and Homeless Youth the opportunity to achieve an Associates Degree for Transfer and a High School Diploma in four years.

Oxnard Union High School District is in partnership with California State University – Channel Islands for curriculum projects, student STEM experiences, on campus summer programs for Migrant Students, Upward Bound students, and students with interests in Engineering, as well as outreach to District campuses to encourage college going.

The District is also in partnership with University of California Santa Barbara (UCSB) for Transcript Evaluation Services, Early Academic Outreach Program Counselors, Math Engineering Science Achievement (MESA) student clubs and competitions, and a College Advising Corps counseling program.

Additional Information regarding use of funds under this part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and**
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.**

Oxnard Union High School District provides Honors and Advanced Placement courses at all campuses, and the International Baccalaureate Diploma Programme at Rio Mesa High School. Students, including LI, EL, FY, and Homeless Youth are identified for placement in these courses with teacher recommendation from grade 8 or from their current year subject area teacher. Students are also placed in Honors and Advanced placement classes by request, there are no current barriers to enrollment. Additionally, students are identified for Honors and Advanced Placement courses through the Advanced Placement (AP) Potential program. AP Potential reviews the PSAT score of each student for potential success in an Honors or Advanced Placement course. As all District students in grade 9, 10, and 11 participate annually at no cost in the PSAT, each year AP Potential is reviewed to identify and enroll students who are not yet taking these courses who show potential for success in Honors and Advanced Placement coursework. The District is currently in the process of adding the International Baccalaureate Middle Years programme at Rio Mesa High School which would serve all grade 9 and 10 students at RMHS and provide greater access to the IB Diploma Programme.

Oxnard Union High School Districts provide school Libraries staffed with Teacher Librarians at all six comprehensive high schools. The Teacher Librarians provide access to digital information literacy skills through comprehensive on-line topic specific data bases. The Teacher Librarians additionally support improving student achievement through technology-based pedagogy and project-based learning that focus students on inquiry skills.

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out of field teachers.

Oxnard Union High School District annually reports the years of prior teaching service, teaching credentials as compared to courses assigned, and limited assignment permits (GELAP, SELAP) as compared to courses assigned for all certificated teachers to CALPADS and the Ventura County Office of Education.

Using the definitions within the California ESSA State Plan as a guideline, the District considers any teacher with two or fewer years of experience to be *Inexperienced*. Any teacher whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or any teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned), or any teacher who

holds no credential, permit, or authorization to teach in California are considered *Ineffective* by the District.

The number of *Ineffective* and *Inexperienced* Teachers identified by the District are then compared to the population of students identified as Low Income (LI) and to the population of students in significant ethnic subgroup populations, also known as “minority” student groups.

Any school that is more than ten percent different from the District average for Ineffective and Inexperienced teachers is considered significant and subject to further review.

Describe the distribution of ineffective/misassigned, inexperienced, and out of field teachers working with low income students.

Oxnard Union High School District has 7 (1%) Teachers defined as *ineffective* out of 706 total Teachers serving 10,809 Low Income Students (65%) in Oxnard Union High School District for the 2018-2019 school year. All 7 Teachers serve Students with Disabilities and are Interns in the process of completing their Special Education Credentials. There are 137 (19%) Teachers defined as *inexperienced* out 706 total Teachers serving 10,809 Low Income Students (65%) in Oxnard Union High School District. Six District Schools serving the highest percentage of low-income students (CIHS, CHS, FHS, OHS, PHS, RMHS) are on or below the District average (19%) for inexperienced Teachers. Hueneme High School with the highest percentage of low-income students (87%) does have a higher number of inexperienced Teachers (28/94; 29.7%). Rancho Campana High School with the lowest percentage of low-income students (15%) has the highest number of inexperienced Teachers (11/27; 41%).

Describe the distribution of ineffective/misassigned, inexperienced, and out of field teachers working with minority students.

Oxnard Union High School District has 7 (1%) Teachers defined as *ineffective* out of 706 total Teachers serving 14,616 (88%) Minority students in Oxnard Union High School District for the 2018-2019 school year. All 7 Teachers serve Students with Disabilities and are Interns in the process of completing their Special Education Credentials. There are 137 (19%) Teachers defined as *inexperienced* out 706 total Teachers serving 14,616 (88%) Minority Students in Oxnard Union High School District. Six District Schools serving the highest percentage of minority students (CIHS, CHS, FHS, OHS, PHS, RMHS) are on or below the District average (19%) for inexperienced Teachers. Hueneme High School with the third highest percentage of minority students (97%) does have a higher number of inexperienced Teachers (28/94; 29.7%). Rancho Campana High School with the lowest percentage of minority students (45%) has the highest number of inexperienced Teachers (11/27; 41%).

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

The Oxnard Union High School District discussed with the District LCAP Community meeting and the District English Learner Advisory Committee (DELAC) the impact of ineffective and inexperienced Teachers on Low Income and Minority students. Strategies discussed by these groups to provide support for students, include continuing Positive Behavior Intervention and Support training for Teachers to establish better relationships with students and to continue to use the District hiring process to make sure that new Teachers are subject area experts with the appropriate credential and that a credentialed applicant should be considered before an Intern is hired into any District Teaching position.

Describe the actions the LEA will take to address any disparities discovered during the equity data analysis process (including actions/services included in its LCAP for Priority 1 basic services).

Hueneme High School was close to ten points higher in percentage of Inexperienced Teachers (29.7%) than schools in the District with similar student populations. Care will be taken in the screening of candidates for vacancies at Hueneme High School for more experience. Additionally, 39 of the 137 inexperienced District Teachers will become experienced beginning with the 2019-2020 school year, including some of the currently inexperienced Teachers from Hueneme High School. The OUHSD LCAP supports the full credentialing of all Teachers (Goal 1; Action/Service 1910) as well as Positive Behavior Intervention and Support training (Goal 3; Action/Service 3110). The impact of ineffective Teachers was mitigated in the District due to their low numbers (7; 1%) and all Teachers in this category being Interns, currently enrolled in Teacher Credential Programs.

Title II

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Oxnard Union High School District facilitates participation for year one and two Teachers in a Teacher induction programs at the Ventura County Office of Education. In addition to the meetings at VCOE each Teacher and Administrator is assigned a mentor in OUHSD and frequent check in meetings are held. Year one and two Teachers also participate in a monthly local induction meeting to collaboratively discuss any issues they are facing. This two-year program also includes collaborative meetings with the new Teacher, their mentor, and the principal as well as the Teacher's participation in the District's Teacher Assessment and Support Program (TASP) evaluation.

Oxnard Union High School District participates in collaboratively developed teacher led professional learning. All Professional Learning in the District is aligned to the themes of Planning, Inquiry, and Engagement. Professional Learning is collaboratively developed at each high school through the site Instructional Leadership Team (ILT). The ILT includes Teachers, Counselors, and Site Administration. The ILT develops Professional Learning for the site by reviewing student outcome data through D/F reports and Lesson Study. The ILT schedules site Professional Learning for the available time within each bell schedule for weekly collaboration.

Lesson Study is conducted at each site to gather classroom level data and to provide and guide professional learning. Lesson Study is a peer to peer experience where Teachers in the same discipline plan a lesson in common, observe one another teaching the lesson, and meet to debrief regarding student outcomes from the lesson. Teachers are asked to review student outcomes through the lens of Language Status and report findings back to the ILT. As the Site ILT receives findings, a next best step is to identify common instructional practices that can be promoted through collaboration time.

The District provides job-a-likes for each subject area to align lesson planning to the California Content Standards, inquiry themed training on technology-based lesson development, training specific to integrated and designated ELD, as well as Positive Behavior Intervention Support training to support daily academic expectations through well planned lessons. Teacher Leaders in the District meet for eight

Department Chair Meetings and additional Teacher Leaders review new courses and curriculum in the District Curriculum Committee.

The District also annually reviews formative and summative assessment data through the development of the District LCAP to determine next best steps for Professional Learning.

Professional Learning is further developed based on feedback the District receives from teachers. An annual needs assessment survey is administered at the beginning of the year to obtain information from teachers throughout the district. The survey is used to collect and measure opinions in a variety of areas including, but not limited to: The District's progress in providing professional learning; the District's progress in aligning instructional materials to the recently adopted academic standards and curriculum frameworks; and the District's progress in identifying areas where instruction can improve.

The District hosts an annual *Oxnard Union Summit*. This is a full day of professional learning with workshops aligned to the District LCAP goals presented by District Teachers and other District staff. A call for presenters is sent to all stakeholder groups. Proposals are reviewed and a schedule is created. All stakeholder groups make selections and based on those selections. After the *Oxnard Union Summit*, feedback is requested, and subsequent professional learning opportunities are scheduled. This is immediate in order to continue the support educators indicated they wanted and/or needed.

The District supports new administrators by facilitating their participation in the Tier II induction program through the Ventura County Office of Education (VCOE). Each Administrator participating in Tier II induction is supported by a veteran or retired school administrator who assists with induction assignments and attends quarterly induction meetings with the new administrator at VCOE. The Tier II mentor and the new administrator's supervisor also meet quarterly with the new administrator to discuss progress in the induction program and day to day on the job insights.

Principals in the District participate in Monthly professional learning meetings with the Assistant Superintendent Educational Services. These meetings focus on instructional practice and the development of lesson study and other observational protocols that can be used to gather interim data on progress to the District instructional standards in Planning, Inquiry, and Engagement. Principals also participate in a coaching model with monthly coaching sessions provided by the Assistant Superintendent Educational Services. The District also supports Principals to attend academies specific to District level positions that are offered by the Association of California School Administrators.

Assistant Principals in the District participate in quarterly professional learning meetings with the Educational Services Division. These meetings cover practical topics aligned to the Assistant Principals job duties. Also discussed are facets of leadership designed to prepare Assistant Principals for promotional opportunities.

Annually the District facilitates a Future Administrators Academy (FAA) for Certificated staff interested in pursuing a position in school administration. District administrators from site leadership to the Superintendent present topics to the FAA. Assistance developing resumes and cover letters for administrative positions is also provided.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Schools in the District are prioritized for funding first by CSI/TSI status then by the number of unduplicated LI, EL, and FY pupils each school serves. Oxnard Union High School District has one school identified for Comprehensive Support and Improvement (CSI) for Graduation Rate – Frontier (Continuation) High School. To support FHS the District is working with the Ventura County Office of Education to conduct a needs assessment through the Fidelity Integrity Assessment (FIA). The FIA will drive the development of a professional learning plan for FHS prioritized in Title II and District LCAP funding. The plan will use priority funding to develop strategies to improve the graduation rate. The plan will also include specific strategies that use the implementation in the 2019-2020 school year of one/one student devices at FHS as a catalyst to develop inquiry themed lessons that create classroom environments for critical thinking and problem solving.

The two high schools serving the highest number of unduplicated pupils in the District, Hueneme High School and Channel Islands High School, have been selected for the 2019-2020 school year as the first two comprehensive high schools to provide 1/1 student devices. Through prioritized Title II and District LCAP funding, all staff are participating in the T3 inquiry and engagement training to develop a pedagogical approach to the use of student devices that fosters critical thinking and problem solving.

Data and Ongoing Consulting to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

To inform ongoing professional learning and to coordinate the available Title II and District LCAP funding Oxnard Union High School District reviews student data including, but not limited to: Students on Track to Graduate; Students on Track to UC/CSU a-g completion; D/F rate; Lesson Study debriefs; CAASPP, CAST, CAA, ELPAC; Advanced Placement participation and exam yield; PSAT and SAT scores; college application and financial aid application numbers for grade 12, as well as an annual Student, Staff, Family survey. Quarterly principals review with the District and with their site Instructional Leadership Team (ILT) on-Track data sets and D/F data. Teachers on the ILT review Lesson Study outcomes with their peers. The District reviews summative data sets and survey results with the public in School Board Meetings and through three District LCAP community meetings. District LCAP community meetings are well attended by site staff, community partners, parents, and students. Summative data is also reviewed with each site through the Faculty Meeting. School Site Councils review both quarterly and summative data sets as they work with the principal to develop, implement, and subsequently analyze the School Plan for Student Achievement (SPSA). Site LCAP review meetings held during February/March with Students, Parents, and Staff also provide opportunity to review summative data sets with stakeholders.

Title III

Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Oxnard Union High School District provides professional learning specific to the needs of English Learners through the site English Learner Response Team (ELRT). The ELRT members include the principal, an assistant principal, the categorical program counselor, a general education counselor, an ELD Teacher and a General Education Teacher. Supported by Title III and site LCAP budgets the site ELRT develops professional learning for the school site specific to English Learner needs. These professional learning opportunities are informed by site ELPAC results, D/F rates, and numbers of students on-track to graduate. The focus of site professional learning in support of English Learners is primarily on content area support for the CA ELD Standards and the inclusion of language objectives in daily lesson plans school-wide. The site ELRT also creates presentations of EL site data and EL monitoring and presents this to the Faculty Meeting and Instructional Leadership Team (ILT) meeting. This includes a focus on the different needs of newcomers, students re-designated as fluent less than four years, six year plus Long-Term English Learners, students re-designated as fluent for more than four years, and students who are initially fluent English Learners. An important learning is that all teachers in the District are serving English Learners as typically 65% or more of all District students fall into one of these categories. The District Learning Design Coach for ELD and the Director of English Learner Services bring the site ELRT's together quarterly for Professional Learning and data reviews. ELRT information is also shared at monthly principals' meetings. CA ELD standard development is also addressed by the District Learning Design Coach for ELD during content area job-a-like professional learning hosted by the District throughout the school year.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Immigrant youth in Oxnard Union High School District are supported on campus with targeted counseling services. The site Categorical Programs Counselor with additional support provided by the site Categorical Programs Guidance Technician ensure immigrant youth are scheduled appropriately and are preparing for college and other post-secondary opportunities. Enhanced instructional activities include summer instruction on campus at California State University Channel Islands, a speech and debate tournament, targeted tutoring, and priority opportunities for credit recovery. In addition to Title III supports, immigrant youth in the District are supported by the District LCAP goals/actions/services with college tours, the PSAT and SAT at no cost, and assistance with college applications and financial aid application assistance for the FAFSA and California DREAM Act.

Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Oxnard Union High School District uses Title III funding to supplement District LCAP and General Fund dollars to support English Language Development instruction. Each site has three levels of ELD: ELD 101 for newcomers/beginners; ELD 102 for intermediate levels; and ELD 103 which is UC a-g approved as an English Language Arts (ELA) course for advanced levels. Students are placed through the ELPAC and to better serve the students at each level ELD sections are held at a reduced class size. ELD Teachers are supported by the District Learning Design Coach in ELD through professional learning opportunities including the facilitation of peer to peer lesson study and the implementation of the CA ELD standards. Beginning in the 2018-2019 school year the District LCAP provides additional staffing to school sites to provide push in support to ELD students in their content area courses during the school day.

To review and monitor the progress of students toward high school graduation, college and career readiness as well as re-designation as fluent in English and to determine next best steps for the instructional program the site English Learner Review Team (ELRT) reviews ELPAC results, D/F rates, and numbers of students on-track to graduate each quarter. These results are also shared with evening meetings of the site English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the District (Migrant) Parent Advisory Committee (DPAC). These committees provide input and feedback to the District and school site regarding the needs of ELD students related to their progress. These committees also review the supports available for ELD students through the District LCAP including those supports aligned to the different needs of newcomers, students re-designated as fluent less than four years, six year plus Long-Term English Learners, students re-designated as fluent for more than four years, and students who are initially fluent English Learners.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and**
- B. meeting the challenging State academic standards**

Oxnard Union High School District provides training and support for site staff for the ELPAC exam and insures that ELPAC timelines for initial and annual assessments are followed. District English Language Arts and ELD Teachers work cooperatively to provide subject area proficiency confirmation for students being re-designated as Fluent English Proficient. OUHSD works with seven (7) partner K-8 elementary districts to insure the transition of English Learners from grade 8 to grade 9 occurs with fidelity to the student’s current progress toward fluency in English.

Parents of District English Learners are kept informed of student progress through the District Parent Liaison and site Parent Facilitators who coordinate information and provide parent programming. Workshops for parents of English Learners are designed to promote familiarity with supporting their student during high school, the impact of grades and credits on high school graduation requirements, as well as what college and career readiness experiences their students should be experiencing. Parent participation is a significant contribution to the shared accountability in OUHSD for English Learner success and progress toward English proficiency, high school graduation, and college and career readiness for English Learners

Each site English Learner Response Team (ELRT) conducts quarterly monitoring using ELPAC results, D/F rates, and the number of credits earned to stay on-track to graduate to identify English Learners who are on track for success, those who are behind, and those who are at-risk of dropping out of high school due to lack of progress on California Standards. The site ELRT provides this information to Teachers who coordinate academic intervention with the Categorical Programs counselor and Categorical Program guidance technician. The site ELRT also coordinates assistance with Socio-Emotional needs with the Site Intervention Specialist.

Title IV – Part A

Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;**
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;**
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;**
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and**
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.**

Oxnard Union High School District conducted a needs assessment in 2018 – 2019 school year using the Fidelity Integrity Assessment in partnership with the Ventura County Office of Education and the Orange County Department of Education MTSS SUMS grant to analyze strategies in the District. This analysis included identifying strategies and programs that could improve student success, strategies that leverage and coordinate multiple school and community resources, and the examination of multi-tiered evidence based, data driven District and school-wide systems of academic, socio-emotional, and behavioral support. The results of the needs assessment inform both the proposed Title IV activities and programs as well as the Actions/Services in the District LCAP

Well Rounded Educational Opportunities

Oxnard Union High School District is allocating 30% of the 2019-2020 Title IV – Part A budget (\$61,713) to targeted support for students taking Advanced Placement courses and International Baccalaureate courses, textbook costs for students taking Dual Enrollment courses with Oxnard College, District Arts Education programs, and District Music Education programs.

Program Objectives/Intended Outcomes

An increase in the number of students sitting for the AP and IB exams (exam yield); an increase in the number of students taking and completing Dual Enrollment courses; an increase in the number of students participating in Art and Music in the District.

Safe and Healthy Students

Oxnard Union High School District is allocating 34% of the 2019-2020 Title IV – Part A budget (\$70,317) to support individual and group counseling services for students in partnership with Ventura County Behavioral Health and other Community Based Organizations. Additionally, these funds will support Health Corps student wellness and health fairs at each school site, Farm to School gardens, Positive Behavior Intervention and Support training, and the District Inclusivity Task Force which addresses LGBTQ+ youth issues and aligned professional learning for staff.

Program Objectives/Intended Outcomes

A decrease in student suspensions and student expulsions; An increase in student attendance; An increase in the number of student and parent contacts with the site Student Intervention Specialist.

Effective Use of Technology in Schools

Oxnard Union High School District is allocating 29% of the 2019-2020 Title IV – Part A budget (\$60,000) to support professional learning for Teachers on the pedagogical shift to inquiry based critical thinking and problem-solving activities in classrooms where students use one/one devices.

No devices, equipment, software applications, platforms, digital instructional resources or other one time IT purchases will be made from Title IV – Part A

Program Objectives/Intended Outcomes

A decrease in the D/F rate; an increase in the number of students completing UC/CSU a-g coursework;