



OXNARD SCHOOL DISTRICT  
**STRATEGIC  
PLAN**

Recommendations  
for **ACTION**

December 2022



# Oxnard EMPOWERS: Changing the World!

## STRATEGIC GOALS & RECOMMENDATIONS FOR ACTION

| 1.0<br>STUDENT ACADEMIC ENGAGEMENT & ACHIEVEMENT  | 2.0<br>LEARNING ENVIRONMENT & SCHOOL CLIMATE   | 3.0<br>GUIDANCE & SUPPORT TO SITES AND DISTRICT DEPARTMENTS  | 4.0<br>FAMILY/COMMUNITY ALLIANCES FOR STUDENT SUCCESS  | 5.0<br>TRANSFORMATIONAL LEADERSHIP & INFRASTRUCTURE   |
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| Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.  | 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 21 <sup>st</sup> century success.   | Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom, in every school so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.   | Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students, as defined by the Oxnard Student Profile.  | Create a coherent and sustainable districtwide 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.  |
| <p><b>1.1 HIGH INTELLECTUAL PERFORMANCE</b><br/>Create and sustain globally competitive learning environments of high intellectual performance across the curriculum and in all areas needed success as defined in the Student Profile.</p> <p><b>1.1.1</b> At each school and districtwide, monitor implementation of the eight essential pedagogical principles supporting high intellectual performance for every group of students.</p> <ul style="list-style-type: none"> <li>▪ Identify, activate, and build on student strengths.</li> <li>▪ Affirm students' identities by challenging the devaluation of minoritized students' identities.</li> <li>▪ Establish powerful relationships that nurture equity and success.</li> <li>▪ Elicit high intellectual performances that help connect students' identities to academic engagement.</li> <li>▪ Engage students actively in the learning process. Amplify student voice.</li> <li>▪ Create environments of enrichment, not remediation, that activate and engage students' multilingual repertoires.</li> <li>▪ Situate learning in the lives of students. Connect to their lives.</li> <li>▪ Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.</li> </ul> <p><b>1.1.2</b> Implement innovative and high-leverage strategies, approaches, and programs that are proven to dramatically improve school results for all students, as well as for targeted historically underserved students.</p> <p><b>1.1.3</b> Create authentic vertical and horizontal planning and communication PreK-12, focused on learning expectations and Oxnard EMPOWERS.</p> | <p><b>2.1 MULTI-TIERED SYSTEM OF SUPPORT (MTSS)</b><br/>Implement an integrated and comprehensive framework that focuses on student-centered, differentiated, and competency-based learning to address the multiplicity of social-emotional, linguistic, cultural, and cognitive/academic strengths and needs of our students in grades TK-8<sup>th</sup>.</p> <p><b>2.1.1</b> Align the Multitiered System of Student Support (MTSS) with Oxnard EMPOWERS's vision, values, &amp; principles.</p> <p><b>2.1.2</b> Develop and apply a system that ensures all SST members utilize an asset-orientation, focusing first on student strengths, and review research-informed data through the lenses of culture and language on a regular basis.</p> <p><b>2.1.3</b> Develop and identify tiered systemic enrichment and intervention with resources to support at all sites.</p> <p><b>2.1.4</b> Identify and utilize high-leverage practices and strategies that result in high levels of student social-emotional skill development, including in executive function areas.</p> <p><b>2.1.5</b> Establish a clear understanding of Tier 1 (good first teaching) culturally and linguistically sustaining instructional practices, enrichments, and interventions, including in the SST process.</p> <p><b>2.1.6</b> Review and reframe interventions so they are expansive and asset- and enrichment-based rather than remedial, punitive, or narrow.</p> | <p><b>3.1 CULTURE OF EMPOWERMENT</b><br/>Establish, support, and monitor a school, district, and community asset-based culture that lives the EMPOWERS way: excellence, multilingualism, possibility, opportunity, equity, and respect, and that utilizes the Student Profile as a guide to developing excellence.</p> <p><b>3.1.1</b> Identify and implement a coherent strategy that builds a school culture of quality service, unity, support, perseverance, leadership, community, and accountability.</p> <p><b>3.1.2</b> Identify and implement effective, innovative, up-to-date practices designed to grow the capacity of our employees to live the Oxnard EMPOWERS vision and values.</p> <p><b>3.1.3</b> Strengthen and clarify expectations for and roles of the leadership team and identify and provide specific strategies and services to better support leadership team members in actively and successfully carrying out their responsibilities and maintaining positive relationships with each other.</p> <p><b>3.1.4</b> Provide differentiated and ongoing training on the Student Profile: Awareness, Capacity, Mentoring.</p> <p><b>3.1.5</b> Clearly illustrate for each grade level group what student profile-driven lesson design looks like.</p> <p><b>3.1.6</b> Make student profile-driven lesson design an integral part of "rounds" conducted by administrative and district staff.</p> <p><b>3.1.7</b> Expand new teacher training to 3-5 days, continuing the "Learning from Ours" trainings and including student profile-driven lesson design.</p> <p><b>3.1.8</b> Conduct a districtwide cultural assessment and act on the findings, continuing to nurture and expand bright spots, and taking action to improve in areas of need.</p> | <p><b>4.1 STUDENT PROFILE ALLIANCES</b><br/>Identify community, higher education, and business partners to serve as leads over multiple years in developing resources and support in and out of the classroom to assist teachers and students in amplifying the student profile traits.</p> <p><b>4.1.1</b> Develop modules that explain each of the Student Profile traits and how parents and community/business partners can provide community-based internships and other similar opportunities for students to develop those traits.</p> <p><b>4.1.2</b> Identify parent and community/business leaders to create a booster-type club for the Student Profile.</p> <p><b>4.1.3</b> Provide training to parent and community/business leaders on how to build effective and sustainable alliances.</p> <p><b>4.1.4</b> Identify no- or low-cost resources and other materials available in the community to support development of the Student Profile traits.</p> <p><b>4.1.5</b> Actively pursue foundation and grant funding to support the establishment and functioning of strong parent and community/business alliances to support the Student Profile.</p> | <p><b>5.1 STRATEGIC PLAN IMPLEMENTATION</b><br/>Establish a strategic plan implementation monitoring system capable of providing timely and easily accessible and understandable implementation and impact data that reveal patterns, insights, and implications about our level of organizational effectiveness, efficiency, and impact, and that support continuous improvement.</p> <p><b>5.1.1</b> Establish an Oxnard EMPOWERS implementation and oversight structure and Leadership Team composed of an Oxnard EMPOWERS Lead, Strategic Goal Leads, and Action Leads that meet regularly to assess progress and trouble shoot.</p> <p><b>5.1.2</b> Support monitoring processes and protocols and develop an annual report on progress on Oxnard EMPOWERS.</p> <p><b>5.1.3</b> Make Oxnard EMPOWERS progress a standing agenda item for cabinet, faculty, leadership teams, and SSC meetings.</p> <p><b>5.1.4</b> Calendar and conduct periodic student and community forums to surface concerns and communicate progress on Oxnard SD's transformation.</p> <p><b>5.1.5</b> Partner with a researcher to document the Oxnard EMPOWERS story and create a historical narrative of our transformation.</p> <p><b>5.1.6</b> Develop and implement a fund development strategy (i.e., grants, donors, sponsors, advertisers) to grow the organization's fiscal resources sufficiently to fund our strategic plan activities and make us a fiscally healthy and sustainable organization.</p> |



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| <p>1.2 STRENGTHENING INSTRUCTION &amp; STUDENT ENGAGEMENT<br/>Develop and implement student-centered high-leverage approaches proven to dramatically accelerate achievement, engagement, and student voice/agency at all levels and for all groups of students.</p> <p>1.2.1 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.</p> <p>1.2.2 Implement culturally and linguistically sustaining enrichment strategies and activities so that every student has access to engaging activities within and beyond the school day, week, and year.</p> <p>1.2.3 Establish opportunities for all students to participate in comprehensive and coherent visual/performing arts (VAPA) learning as part of the core curriculum.</p> <p>1.2.4 Organize learning opportunities that allow ALL students to successfully access and participate in rigorous a-g courses once they are promoted to high school.</p> <p>1.2.5 Assign the most expert and most experienced teachers to classrooms of the students with the greatest needs.</p> | <p>2.2 ACCESS, EQUITY, &amp; INCLUSION<br/>Maximize access to equitable and inclusive educational opportunities in the general education setting while also providing specialized services where and when needed.</p> <p>2.2.1 Monitor and address disproportionality in programs and services as well as levels of achievement and success to ensure meaningful access and success for all students.</p> <p>2.2.2 Maintain an equitable and inclusive environment that provides/optimizes and energizes participation for all.</p> <p>2.2.3 Provide a well-articulated and broad array of extracurricular and extended day/year enrichment activities and options aligned to student interests, needs, and the Student Profile and supported by adult mentors and coaches.</p> <p>2.2.4 Establish and fund the school libraries as community safe spaces to explore, learn, study, and engage. Ensure they are open extended hours for student/community maximum access.</p> <p>2.2.5 Create a system where all students in 6-8 settings, including Emergent Multilingual Learners (EML) have an elective.</p> <p>2.2.6 Develop a college going culture for all students and families that includes access to AVID/AVID strategies.</p> <p>2.2.7 Design and implement core and support services to improve teaching and learning for homeless and foster youth.</p> <p>2.2.8 Strengthen the role of school counselors in guiding the students as they apply for high schools and as they think about their desired future, and in ensuring students are able to manage the emotional stress of the process.</p> | <p>3.2 PROFESSIONAL LEARNING &amp; SUPPORT<br/>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>3.2.1 Provide professional learning opportunities to certificated and classified employees across the system, designed to improve their ability to consistently enact and demonstrate the Oxnard EMPOWERS essentials.</p> <p>3.2.2 As part of our professional development plan, provide coherent opportunities for staff at all levels to gain knowledge and skills in culturally and linguistically sustaining approaches that value and respect ALL students and families; and apply their new knowledge and skills to further social justice, equity, and inclusion.</p> <p>3.2.3 Provide training to front office and counseling staff, Parent Liaisons, and other personnel responsible for communicating with parents to enable them to better counsel parents on Oxnard EMPOWERS and its key program models/pathways and options.</p> <p>3.2.4 Develop an OSD Leadership Pipeline that provides opportunities for advancement for classified, certificated, and administrative staff as well as opportunities for staff to expand their instructional, strategic, visionary, and organizational leadership capacities.</p> <p>3.2.5 Develop/adopt, pilot test, and train staff on the use of a classroom observation protocol to ensure consistency and quality of implementation of the Oxnard EMPOWERS pedagogical principles.</p> <p>3.2.6 Annually re-assess professional learning and support needs related to implementation of the Oxnard EMPOWERS expanded mindset, essentials, through lines, pedagogical principles, and high-leverage practices.</p> <p>3.2.7 Design, implement and formalize peer mentoring across the different departments in our system.</p> <p>3.2.8 Implement clear systems of support for our Special Education teachers in order to maximize student success as defined in the Student Profile</p> <p>3.2.9 Establish a program to support existing staff in developing high levels of proficiency in Spanish and other languages of our students.</p> | <p>4.2 FAMILY ENGAGEMENT &amp; SUPPORT<br/>Create family engagement opportunities that address community aspirations and needs.</p> <p>4.2.1 Adopt a Family Engagement Framework consistent with Oxnard EMPOWERS and align our Family Engagement and Parent Support Services to that framework.</p> <p>4.2.2 Design structures and spaces at every site to promote and ensure parent voice, agency, involvement, and leadership development.</p> <p>4.2.3 Develop coherent classroom- and school-based opportunities for parent participation and involvement in students' learning lives as well as for showcasing parent strengths, talents, and expertise.</p> <p>4.2.4 Ensure participation, involvement, and support of our African American, Mixteco, Asian-Pacific Islander and Emergent Multilingual Learner parents in the different aspects of their children's education.</p> <p>4.2.5 Educate all staff on the benefits of family/ community engagement.</p> <p>4.2.6 Develop a strategy to increase/expand parent engagement each year for the next five years and staff/fund it appropriately.</p> <p>4.2.7 Organize engagement and celebratory site events designed to engage parents, students, and staff in a joyful environment and support achievement of the student profile.</p> <p>4.2.8 Provide training and support to parents to expand and enhance their technological skills and access to resources.</p> | <p>5.2 DISTRICTWIDE COHERENCE<br/>Build a culture of coherence across the district and create and communicate clear expectations of what "Equitable &amp; Excellent Education" means in terms of behavior and results.</p> <p>5.2.1 Adopt and implement the eight core/essential pedagogical principles districtwide to support powerful, equitable, and culturally and linguistically sustaining teaching and learning for all students. (See 1.1.1 for a list of the 8 principles.)</p> <p>5.2.2 Develop and implement a process for ensuring districtwide coherence and consistency based on Oxnard EMPOWERS.</p> <p>5.2.3 Provide structured planning/collaboration time across school sites and job families.</p> <p>5.2.4 Create a digital or hard copy instructional handbook that includes information about the district instructional framework and priorities, pedagogical principles and practices, assessment processes and protocols, model lessons, enrichment/intervention resources, and instructional procedures.</p> <p>5.2.5 Implement consistent procedural practices and expectations to support the Oxnard EMPOWERS vision and values.</p> |



EMPOWERS

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|   |   | 3.2.10 Offer more opportunities for high-quality teacher coaching in student profile-driven lesson design.<br>3.2.11 Provide professional development on student profile to new hires and staff on a yearly basis.<br>3.2.12 Maximize positive relationships by providing teaming opportunities to employees across departments, careers, and positions.<br>3.2.13 Provide staff at sites with communication trainings, including "Work Together" training, to get along.<br>3.2.14 Ensure that every staff person receives the appropriate job-related training.   |  |  |
| <b>1.3 STUDENT PROFILE-DRIVEN LESSON DESIGN</b><br>Establish comprehensive efforts to promote, expect, and support the use of Student Profile-driven lesson design: Lessons that start with grade-level standards, reflect our expanded mindset, and organize classroom life and learning in ways that enact our essential pedagogical principles and research-based high-leverage practices.<br>1.3.1 Engage staff in designing consistent opportunities for students to illustrate the student profile TK-8 in ways that engage the students to change the world in school and beyond.<br>1.3.2 Identify and commit to using agreed upon research-informed, high-leverage classroom strategies that promote Student Profile-aligned student success.<br>1.3.3 Establish protocols for and monitor collaborative cross-grade and cross-content (vertical and horizontal alignment) lesson planning.<br>1.3.4 Promote and support the incorporation of interactive, hands-on, collaborative, and joyful learning that builds student passions, interests, and expertise. Phase out the use of passive learning approaches.<br>1.3.5 Support teachers in identifying and calendaring clear, specific, and accountable outcomes and target content for their grade level in each academic area.<br>1.3.6 Engage students in self-assessment and reflection processes, including supporting them in organizing student-led progress conferences and presentations. | <b>2.3 RESTORATIVE PRACTICES</b><br>Design and implement with fidelity a Restorative Practices system that promotes and strengthens positive school culture, engages students and parents actively in the process, enhances pro-social relationships within the school community, and reduces suspensions TK-8 for students of color.<br>2.3.1 Define the OSD restorative practices system and train all staff, students, and families on the system, its practices, and its processes, as well as their specific roles within that system.<br>2.3.2 Establish equity benchmarks in the areas of school climate, discipline, and engagement.<br>2.3.3 Design/offer alternatives to traditional suspension and detention that provide opportunities for students to redeem themselves.<br>2.3.4 Create a safe and civil learning environment for all students by integrating PBIS, Positive Behavior Interventions Support System, as part of our restorative practices system in every classroom and in every school.<br>2.3.5 Train staff in relationship-building and de-escalation techniques. | <b>3.3 RECOGNITIONS</b><br>Develop a monthly and yearly comprehensive school, staff, student, and parent/community recognition and appreciation program that highlights successes, achievements, and accomplishments, especially as they relate to the Student Profile.<br>3.3.1 Establish a system of staff recognition and appreciation that lifts up staff who are improving their skill and expertise, provides support and mentoring to those needing it, and gracefully coaches those who won't or can't improve into other more satisfying professions.<br>3.3.2 Establish a system of student, parent and community recognition and appreciation that lifts that highlights those who are achieving success and making contributions.<br>3.3.3 Secure community/business partner "champions" to support the recognitions with a variety of awards and resources.<br>3.3.4 Participate in local, state, and national recognition events.<br>3.3.5 Celebrate small victories and milestones on the path to reaching bigger goals.<br>3.3.6 Establish specific expectations regarding how often District leadership (Board, superintendent, cabinet, and key others) will visit schools to recognize school, staff, and student successes. | <b>4.3 PARENT/FAMILY RESOURCES</b><br>Create resources and tools and mobilize staff to support parents from underserved or marginalized groups with their child's student profile success and train them to become educational partners, while providing incentives for continued support in educational partnership.<br>4.3.1 Identify underserved groups and create resources to include and engage them.<br>4.3.2 Create resources, tools, and incentives to help parents support their child's Student Profile success: laptops, computers, books, iPads, and tutoring.<br>4.3.3 Charge identified departments with training and assisting parents to become educational partners with the district.<br>4.3.4 Create a protocol to be able to provide/sell outdated technology and other resources to parents. | <b>5.3 ACCOUNTABILITY &amp; PROGRESS MONITORING</b><br>Develop a districtwide accountability and progress monitoring system, complete with tools and protocols, to assess and refine implementation and impact of each of the district's strategic goals and for district leadership to engage in reflection on and assessment of fidelity to the Oxnard EMPOWERS fundamental elements, progress on its action plans, and responsiveness to changing/evolving strengths, opportunities, and challenges.<br>5.3.1 Develop an implementation and monitoring matrix that shows what is being implemented, when, how, by whom, and to what level of impact.<br>5.3.2 Establish growth/impact baselines for all areas we are monitoring, and analyze impact data to see the level of impact being achieved by various programs, projects, initiatives, etc. From this analysis, determine whether we continue to support certain approaches/programs as is, whether they need modifications, or whether we phase them out.<br>5.3.3 Develop long-term and short-term goals and data points.<br>5.3.4 Do ongoing progress monitoring of implementation.<br>5.3.5 Develop a plan and/or calendar of events well in advance and schedule specific checkpoints to ensure goals are met.<br>5.3.6 Implement and support shared accountability strategies to ensure teacher and leadership development. |



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| <p>1.3.7 Provide our students with coherent and connected opportunities develop interest for college and career from grades TK-8<sup>th</sup>, including participating in career pathways.</p> <p>1.3.8 Implement clear systems of support for teachers of special populations in order to maximize student success as defined in the Student Profile.</p>  |  |   |   | <p>5.3.7 Evaluate implementation of our programs on a yearly basis. Review student outcomes, instructional practices and pedagogy, and consistency of high-quality implementation and make recommendations for improvement based on that review.</p> <p>5.3.8 Assess the accuracy of our districtwide and site data and where the margin of error is unacceptable, provide modifications and fixes or identify alternatives</p> <p>5.3.9 Develop a system, protocol, or process to monitor the progress/success of Oxnard School District students in high school and beyond.</p>   |
| <p><b>1.4 MULTILINGUALISM</b><br/>Create coherent TK-8 multilingual pathways so that all students are able to achieve competency in a second or third language.</p> <p>1.4.1 Create coherent TK-8 multilingual pathways so that all students are able to achieve competency in a second or third language.</p> <p>1.4.2 Strengthen our Spanish and world language instruction so that 8th grade students are able to place in AP courses and meet the California Seal of Biliteracy requirements upon entering high school.</p> <p>1.4.3 Increase the percentage of students who successfully complete the pathway to the California Seal of Biliteracy by 8<sup>th</sup> grade and garner the California Seal of Biliteracy upon high school graduation.</p> <p>1.4.4 Establish opportunities for all students to participate in world language learning experiences that lead to multilingualism.</p> <p>1.4.5 Add a third language to our dual language education offerings by the 27-28 school year.</p> <p>1.4.6 Expand site, classroom, and home primary language library and instructional resources and support their use in the classroom and at home.</p> <p>1.4.7 Showcase student excellence, including multilingual excellence.</p> <p>1.4.8 Establish a process for regularly reviewing any programs or approaches that are producing LTELs, and either improve them or phase them out.</p> <p>1.4.9 Establish EML reclassification within 5 years of participation in additive education as the standard expectation for progress.</p> | <p><b>2.4 AFFIRMING LEARNING ENVIRONMENT &amp; RELATIONSHIPS</b><br/>Create and implement an overarching school climate initiative intentionally centered on building positive relationships and advancing student, staff, and family/community learning and growth aligned to the Student Profile.</p> <p>2.4.1 Undertake a suite of coordinated climate improvement strategies designed to create exciting, energized, and supportive multilingual, multicultural school and community environments; reduce chronic absenteeism; and improve connections and relationships.</p> <p>2.4.2 Create positive, supportive, and caring relationships between all students, teachers, site leadership, district leadership, and families.</p> <p>2.4.3 Design classrooms that reflect and teach about the cultures, languages, identities, lived experiences, and aspirations of our diverse students and families.</p> <p>2.4.4 Create safe, welcoming, and inspiring classroom and school environments that establish and support positive connections and relationships among and between students, staff, and families/community; prioritize and recognize effort/effort optimism, persistence, engagement, and a positive work ethic for students, staff, and parents.</p> <p>2.4.5 Design and implement a districtwide plan and climate that support quality health for all students through healthy nutrition, safe environments, mental health supports, and comprehensive physical activities and that provides social-emotional and mental health support for students and staff.</p> | <p><b>3.4 STUDENT ASSESSMENT</b><br/>Adopt and consistently use a set of TK-8 performance-based rubrics/matrices to measure growth/progress toward the Student Profile traits, identify artifacts/products, benchmarks and metrics for each trait at each grade level, and improve instruction.</p> <p>3.4.1 Redesign report cards so they are parent-friendly, self-explanatory, include progress on meeting the Student Profile, and are competency-based.</p> <p>3.4.2 Identify and develop the artifacts/products, benchmarks, and metrics for each of the Student Profile traits for every grade level.</p> <p>3.4.3 Identify a diverse group of classrooms to conduct a trial use of the rubrics/matrices, gather feedback for improvement purposes, and refine the rubrics/matrices.</p> <p>3.4.4 Roll out the rubrics/matrices with training and assistance.</p> <p>3.4.5 Engage staff in designing consistent opportunities to illustrate the student profile TK-8 and in collaboratively discussing student work to sharpen and refine their own instruction.</p> <p>3.4.6 Based on the Student Profile, design and implement a performance-based assessment system that supports students in demonstrating their accomplishments and competency, eventually phasing out more traditional and limited assessments.</p> <p>3.4.7 Implement asset-oriented student assessment practices.</p> <p>3.4.8 Build informal authentic assessments into all lesson plans.</p> | <p><b>4.4 COMMUNITY PARTNERSHIPS &amp; RELATIONSHIP BUILDING</b><br/>Launch a community engagement initiative to build a strong positive and supportive community by creating a welcoming school environment and strong relationships with community organizations and businesses.</p> <p>4.4.1 Create a consistently welcoming atmosphere at all school sites and district offices, including consistently greeting visitors in culturally and linguistically competent ways.</p> <p>4.4.2 Establish a (Student Profile) community stakeholder advisory group and incorporate stakeholder visits (presentations) to parent and student groups.</p> <p>4.4.3 Organize/plan and coordinate field trips for parents, community members, students, and staff to build community.</p> <p>4.4.4 Showcase school sites with exceptional family/community engagement.</p> <p>4.4.5 Showcase student stories that exemplify Student Profile-focused community partnerships.</p> <p>4.4.6 Establish a community/business/district partnership that supports Oxnard EMPOWERS by providing parent/teacher events, internships, trainings, job fairs and other activities/programs that specifically support the Student Profile.</p> | <p><b>5.4 HUMAN CAPITAL</b><br/>Recruit, hire, train, and retain personnel that are highly skilled, diverse, multilingual, skilled at relationship building, and who value and practice equity and inclusion.</p> <p>5.4.1 Align staffing and investments with the student profile and the vision for student success.</p> <p>5.4.2 Develop a recruitment and staffing system based on student needs and guided by the Student Profile.</p> <p>5.4.3 Develop a staff placement protocol to ensure that teacher placement is aligned with student and site strengths and needs.</p> <p>5.4.4 Create or expand a new employee onboarding and orientation process for certificated and classified staff and substitutes that includes training, year-long ongoing and supports staff retention.</p> <p>5.4.5 Develop an employee handbook to orient staff to Oxnard EMPOWERS and the Student Profile, articulate clear performance and climate expectations as well as district protocols and procedures, and provide support resources.</p> <p>5.4.6 Strive to maintain stable teacher and site administrator assignments to promote belonging and stability for students.</p> <p>5.4.7 Provide additional in-class support staff as needed to support increased student achievement.</p> |



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| <p>1.4.10 In collaboration with the high school district, establish supports for EML and RFEF students to ensure they succeed.</p>  | <p>2.4.6 Improve the transition for all students between elementary and middle school and middle school and high school.</p> <p>2.4.7 Establish research-informed practices regarding the appropriate use of technology, especially at the early grades, to mitigate unintentional negative consequences for young students.</p>   | <p>3.4.9 Increase students' assessment literacy, agency, and investment by engaging them as collaborators in their own learning and growth, thereby better position them for active classroom engagement.</p> <p>3.4.10 Create coherent protocols (including digital methods) to share student assessment outcomes with students and parents in student- and parent-friendly language, starting at TK and continuing through 8<sup>th</sup> grade.</p>  |  |  |
| <p>1.5 TECHNOLOGY</p> <p>Integrate technology teaching and learning across the curriculum so that every student in grades TK-8th develops sufficient technological competency to use technology effectively to learn, create, innovate, and communicate across content areas and disciplines.</p> <p>1.5.1 Ensure the consistent use of technology as a tool to support student learning across content areas.</p> <p>1.5.2 Ensure the use of technology for high order level of learning that includes research, project-based learning, and curriculum-driven projects.</p> <p>1.5.3 Establish student technology mentors to assist staff and parents in integrating technology in classrooms and homes to support learning, creativity, innovation, and communication.</p> | <p>2.5 FACILITIES &amp; GROUNDS</p> <p>Maintain welcoming, beautiful, clean, and aesthetically inspiring schools, learning environments, and other district facilities and grounds.</p> <p>2.5.1 Continue to evaluate and improve implementation of the Master Construct Plan, aligning it to Oxnard EMPOWERS.</p> <p>2.5.2 Transform OSD campuses as up to date, inviting, aesthetically pleasing, and engaging campuses that by their appearance and design promote school pride among staff, students, and families and communicate clear behavioral expectations for student and staff.</p> <p>2.5.3 Develop a leadership and accountability strategy to empower students to keep campuses clean and have them take ownership and responsibility for this.</p> | <p>3.5 SUPPORT TO SITES</p> <p>Provide strategic direction, support, staffing, and funding for site leaders and staff, focused on improving the quality of instruction and interaction in every classroom and school learning space.</p> <p>3.5.1 Establish a base level of staffing, funding, safety (emotional, physical and intellectual), library and instructional resources, and other support for each type of site, and set aside contingency funds to assist school sites with resources, services, and facilities needed in order for the sites to deliver what is promised in Oxnard EMPOWERS.</p> <p>3.5.2 Organize district office supports and services in order to provide consistent, clear, and tangible support to site leaders and to special education staff at the school and classroom level.</p> <p>3.5.3 Strengthen the academic robustness and options available at every site so that all Oxnard schools are seen as academically desirable within and beyond the Oxnard School District borders.</p> <p>3.5.4 Support site administrators with systems to guide, support, and monitor teacher practice and reflection on student engagement, achievement, and 21st century success as defined by Oxnard EMPOWERS and the Student Profile.</p> <p>3.5.5 Conduct an assessment of current programs to determine their alignment to Oxnard EMPOWERS and their potential for achieving the Student Profile vision of student success for all groups of students we serve.</p> <p>3.5.6 Revise the SPSA to reflect the Oxnard EMPOWERS expanded mindset, essentials, through lines, strategic goals, recommended actions, and pedagogical principles.</p> | <p>4.5 HIGHER EDUCATION</p> <p>Establish partnerships with local colleges and universities to enhance educational opportunities to improve and accelerate students' mathematical, analytical, media, linguistic, artistic, and other skills and to offer mentorship opportunities.</p> <p>4.5.1 Build a partnership with local universities and/or colleges - i.e., field trips, college courses or mini-courses, "I'm going to college day", and so forth.</p> <p>4.5.2 Invite the local CSU and community college district staff and faculty to present at school sites - including any career programs.</p> <p>4.5.3 Enlist college students to mentor students in specific Student Profile areas.</p> <p>4.5.4 Identify college/university facilities, programs, lectures, and other events that support our unit of studies, such as an observatory, art museum, dance performance and enter into agreements with the colleges/universities to make those accessible to Oxnard students and staff.</p> <p>4.5.5 Develop partnerships with colleges and universities to provide assistance to students with college preparation, college admissions, and financial aid applications.</p> <p>4.5.6 Organize family visits to colleges, business, trade schools, etc. to make parents/students more aware of their options and expectations.</p> | <p>5.5 COMMUNICATIONS</p> <p>Develop and implement a comprehensive and systematic communications and marketing plan, including social media, for Oxnard School District to achieve our vision and strengthen our presence, influence, and impact.</p> <p>5.5.1 Identify communication/messaging strengths and barriers for all staff and educational partners. Build on the strengths to dismantle the barriers.</p> <p>5.5.2 Establish/create systemic communication and planning between departments outside cabinet, etc.</p> <p>5.5.3 Identify student profile expectations for each grade level with friendly language for students, teachers, and parents.</p> <p>5.5.4 Communicate vision and details of EMPOWERS elements to educational partners continuously in multiple ways.</p> <p>5.5.5 Provide community meetings together (city, school OPD, community, neighborhood).</p> <p>5.5.6 Provide good, consistent communication between administration, staff parents, and student.</p> <p>5.5.7 Respond to education partner input in a timely, transparent manner.</p> <p>5.5.8 Reach out to the community frequently for constructive and actionable feedback, positive or negative.</p> <p>5.5.9 Gather ideas from each job family on how they see their role in supporting each strategic goal. Provide examples of how different job families can support each goal.</p> <p>5.5.10 Frequently gather staff, student, and parent input (street-level data) to accurately assessment what's working and what's not.</p> |



EMPOWERS

# Oxnard EMPOWERS: Changing the World!

## STRATEGIC GOALS & RECOMMENDATIONS FOR ACTION

| 1.0<br>STUDENT ACADEMIC ENGAGEMENT<br>& ACHIEVEMENT | 2.0<br>LEARNING ENVIRONMENT<br>& SCHOOL CLIMATE  | 3.0<br>GUIDANCE & SUPPORT TO SITES<br>AND DISTRICT DEPARTMENTS   | 4.0<br>FAMILY/COMMUNITY ALLIANCES<br>FOR STUDENT SUCCESS  | 5.0<br>TRANSFORMATIONAL LEADERSHIP<br>& INFRASTRUCTURE   |
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|   |  | <p>3.5.7 Develop and roll out a shared accountability process and strategies designed to support sites in achieving the Oxnard EMPOWERS vision, values, and strategic goals.</p> <p>3.5.8 Identify and provide the additional staffing, programmatic, equipment, materials, and funding support that struggling schools need to become high performing.</p> <p>3.5.9 Provide a safe and confidential space for a Health Clinic on every campus, with access to an onsite school nurse, school psychologist, and emotional counselor.</p> |   |  |
|   | <p><b>2.6 STUDENT VOICES</b><br/>Establish opportunities for diverse students to develop their voice, leadership, and agency.</p> <p>2.6.1 Establish opportunities and mechanisms for students to participate in decision-making around issues where they are key stakeholders.</p> <p>2.6.2 Bring visibility to a focus on equity by students talking to their teachers and planning peaceful awareness and action events against inequity.</p> <p>2.6.3 Expand the Superintendent Fellows program to mirror the diversity of Oxnard schools, including the diverse levels of formal and informal leadership exhibited by students from all types of backgrounds and circumstances.</p> <p>2.6.4 At each site, support students in saying motivated and making progress by establishing peer accountability groups that connect students with similar goals and provide space and resources to help students stay engaged and focused on meeting their goals.</p> |  | <p><b>4.6 FAMILY/COMMUNITY COMMUNICATIONS</b><br/>Create and implement a portfolio of comprehensive, consistent, friendly, and informative social media, radio, print, and one-to-one communication vehicles, protocols, and strategies to strengthen two-way communication with and among district/sites and families.</p> <p>4.6.1 Design and conduct annual family and student surveys to surface needs and concerns and identify family/community and student strengths and resources.</p> <p>4.6.2 Create a menu of parent education classes and events and disseminate it widely to parents.</p> <p>4.6.3 Develop a toolkit for parents that includes specific strategies and resources parents can use to support their students in meeting grade-level and Student Profile outcomes.</p> <p>4.6.4 Develop an interactive app of the Student Profile to show student progress on each trait.</p> <p>4.6.5 Provide student-specific information based on real student work on progress reports.</p> <p>4.6.6 Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members.</p> <p>4.6.7 Communicate Student Profile success on media, social media, radio, and TV. Show a list of businesses that support OSD.</p> <p>4.6.8 Incorporate parent communication strategies into every site's school plan (SPSA).</p> | <p><b>5.6 FINANCE &amp; TECHNOLOGY INFRASTRUCTURE</b><br/>Ensure that our financial and technology infrastructure is healthy and primed to support implementation of the district's strategic plan.</p> <p>5.6.1 Develop a long-term strategy to maximize our fiscal resources by aligning allocation of resources to the goals of the strategic plan and by monitoring the cost effectiveness of our strategies.</p> <p>5.6.2 Develop partnerships with agencies that will support the goal of becoming energy and cost effective and efficient.</p> <p>5.6.3 Build a solid reserve for times of uncertainty.</p> <p>5.6.4 Design a technology plan aligned to Oxnard EMPOWERS that supports our strategic plan goals and identifies the management and student information systems to be acquired and put in place across departments.</p> <p>5.6.5 Strategically use technology as a mechanism to maximize equity, effectiveness, efficiency, and productivity at all levels of the organization.</p> |

