



Oxnard Middle College High School SELF-STUDY REPORT

**4000 South Rose Ave
Oxnard, CA 93033**

Oxnard Union High School District

February 7-8, 2022

PREFACE

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process.

OMC's WASC Self Study process is ongoing each year and is directly correlated with our Single Plan for Student Achievement (SPSA) and the district's Local Control Accountability Plan (LCAP). It is a constant in our continual efforts to improve the school, programs, services, stakeholder engagement, and student outcomes. The process used to evaluate and revise the SPSA engages stakeholders in a systematic annual review of our school and student performance data, review and revision of goals, which include strategies and action items aligned to each goal in the plan. Professional development and other school goals included in our WASC action plan are directly aligned to the district's LCAP.

The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement

We collected input and data from all stakeholders throughout our self-study to get a better picture of our programs from many perspectives:

Teachers: All teachers, across content areas, meet during Friday collaboration time (1 hour per week) to discuss student outcomes, data, current needs, and future planning. This is an ongoing practice. Teachers also used tools to measure and report grades, CAASPP scores, and progress toward SLOs. ([See collaboration calendar here](#))

Full Faculty: In addition to monthly faculty meetings, the full faculty collaborated at WASC self-study-specific meetings during the spring of 2021 and fall of 2022. These meetings focused on the core areas of instruction, parent involvement, wellness, and college/career readiness in alignment with our WASC and SPSA goals. During those meetings, all faculty members participated in a collaborative [padlet](#) and verbal discussion of our WASC self-study.

Parents/Caregivers: The school plan for student achievement, the WASC goals, district LCAP, and the school wide-learning outcomes are discussed with parents through ongoing School Site Council and ELAC meetings, which occur at least 5 times per school year. Additionally, parent/caregiver surveys and information were sent home in the home language of the recipient

through ParentSquare. We analyzed this parent survey data during our full-faculty collaboration. Information sessions for parents/caregivers were also held with the principal.

Students: Student representatives meet with the principal in a principal advisory committee to discuss student needs and review data. This is an ongoing practice and we incorporated our WASC self-study into these meetings to focus our data and monitor student feedback. Additionally, the principal gave a school-wide assembly in the spring of 2021 to explain the self-study process to all students and invite further participation in student focus groups. All students were surveyed about our school-wide learning outcomes and other goals during the spring of 2021. This student data was also reviewed in the full faculty collaboration.

The clarification and measurement of what all students should know, understand and be able to do through schoolwide learner outcomes/graduate profile and academic standards

Students at OMCHS are dual-enrolled in high school and college all four years of their high school career. The high school campus is located on the campus of Oxnard College, which is part of the Ventura County Community College District. During the school day, students are enrolled in a combination of high school and college classes to satisfy OUHSD graduation requirements as well as make progress toward a college degree. Each student works with the counseling staff to create a course sequence toward an AA or AS degree, IGETC (The Intersegmental General Education Transfer Curriculum), or a certain number of units, which they will use after high school to continue in their college and career goals. While students are dual-enrolled, they have access to all of the student services offered through Oxnard College and the Ventura County Community College District.

As high school students, OMCHS griffins have access to the resources and activities of the Oxnard Union High School District. In addition to the high school classes and clubs offered on campus at OMCHS, students can be dual enrolled in special programs offered at the comprehensive high schools like Mariachi, Mock Trial, Pre-Engineering, Global Trade, and Logistics, and Robotics. OMCHS students can also participate in sports with their school of residence. However, one of our district's high schools recently changed leagues and due to the current rules of the new league, our students are not allowed to play sports with them.

While in all high school classes at OMCHS, students participate in AVID. Students also receive support in educational technology and college courses through an Academic Enrichment program. OMCHS is a one-to-one laptop school. Each student is provided with a laptop as well as a personal hotspot if needed.

OMCHS' schoolwide learning outcomes were created during the fall semester of 2018 by staff and students. It was then shared with the parents of the 9th-grade students. Our school plans to review the schoolwide learning outcomes, the vision, and the mission of the school during the 2022-2023 school year.

Schoolwide Learning Outcomes

Oxnard Middle College High School students are:

Innovators who...

- Think critically to solve problems, analyze, and evaluate data.
- Participate in inquiry-driven learning.
- Use technology to access credible sources and create representations of learning.
- Collaborate and contribute meaningfully toward common goals in a variety of roles.
- Navigate high school and college systems.
- Complete creative and rigorous tasks and projects to demonstrate academic stamina.

Communicators who...

- Develop academic literacy across the curriculum.
- Listen and respond with objectivity.
- Speak and write with clarity across the curriculum.
- Express themselves through a variety of media for a variety of purposes.
- Use conventions of language to develop a point of view.

Self-Directed Learners who...

- Set achievable goals.
- Monitor and evaluate their progress.
- Assume responsibility for their own learning.
- Construct systems of organization.
- Advocate for themselves and others.
- Act with integrity.

The analysis of the California Dashboard indicators and additional data about students and student achievement

Currently, the California dashboard has limited data on the achievement of our students. [CDE-Dashboard OMCHS](#) The following student achievement data is from reports generated from our Student Information Management System, College Board, and Transcript Evaluation Service.

OMC Enrollment by Ethnicity 2021		
Ethnicity	Enrollment	Percentage
African American	6	3.8%
Chinese	1	0.6%
Other Asian	3	1.9%
Filipino	10	6.4%
Hispanic or Latino	128	81.4%
Vietnamese	1	0.6%
White	9	5.7%
Total	158	100%

The student population at OMC is representative of the community with a high percentage of Hispanic or Latino students.

OMC Enrollment by Grade 2021		
Grade	Enrollment	Percentage
Grade 9	48	30.4%
Grade 10	47	29.7%
Grade 11	29	18.4%
Grade 12	34	21.5%
Total	158	100%

OMCHS has a maximum capacity of 200 students. The goal for OMC is to maintain a student population between 150 and 200 students.

OMC Subgroup Enrollment 2021	
Subgroup	Enrollment
English Learners	5
Foster Youth	0
Military	4
Homeless Youth	0
Migrant Education	0
Students with IEP	4
Students with 504	1
Socioeconomically Disadvantaged	92
All Students	158

Currently, 58% of the student population is classified as Low Income(LI).

On track to Graduate End of Semester 2 2020-2021																
	All Students				English Learners				LI				SPED			
GR	Yes	No	Total	% On Track	Yes	No	Total	% On Track	Yes	No	Total	% On Track	Yes	No	Total	% On Track
	113		113	100.0 %	1		1	100.0 %	72		72	100.0%	2		2	100.0%
9	46		46	100.0 %	1		1	100.0 %	22		22	100.0%				
10	32		32	100.0 %					25		25	100.0%	1		1	100.0%
11	35		35	100.0 %					25		25	100.0%	1		1	100.0%
12																

OMC has a very high percentage of students meeting graduation requirements. This is due to the teacher support provided and multiple interventions provided to students. Our teachers and counselor monitor student progress weekly if needed and work closely with students to provide additional support.

Students on Track to Graduate 2020-2021								
	After Sem 1				After Sem 2			
	On Track				On Track			
	Yes	No	Total	% On Track	Yes	No	Total	% On Track
Ethnicity	113	1	114	99.1%	113		113	100.0%
African-American	3		3	100.0%	2		2	100.0%
Asian	8		8	100.0%	8		8	100.0%
Hispanic	92	1	93	98.9%	93		93	100.0%
Two or More Races	3		3	100.0%	3		3	100.0%
White	7		7	100.0%	7		7	100.0%

The table above reflects the number and the percent of students on track to graduate after Semester 1 and after semester 2 for the 2020-2021 school year.

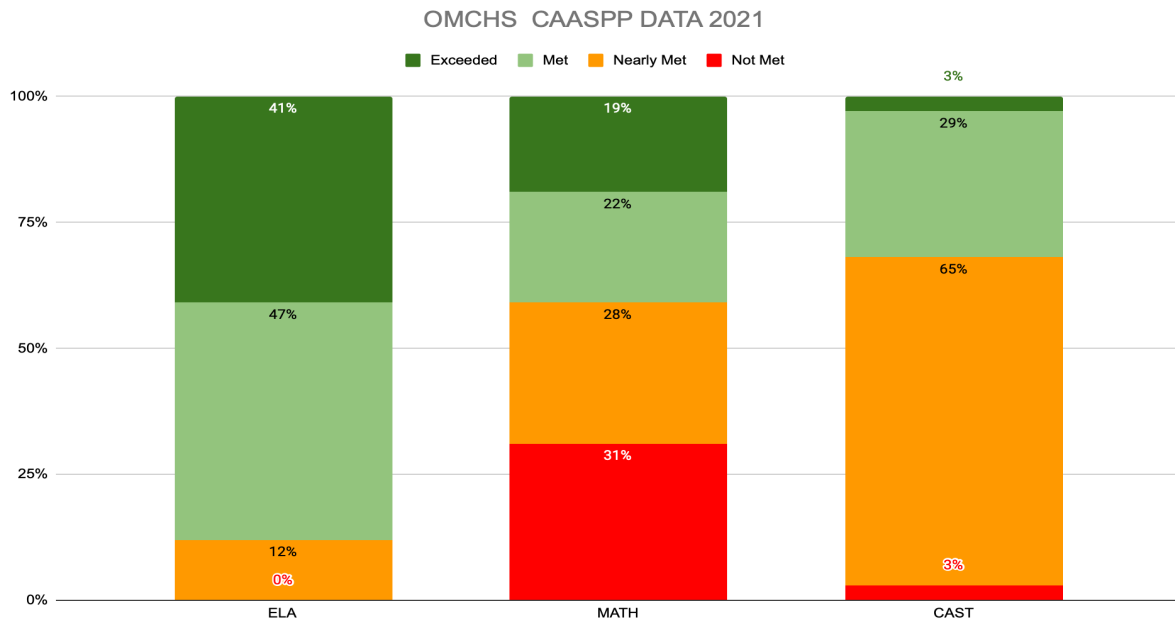
Average College Units and GPA Earned by Class as of 2021		
	Ave. College Units Earned	Ave. College GPA
Class of 2024	7.37	3.25
Class of 2023	26.25	3.58
Class of 2022	44.41	3.41

Students at OMC start earning college credits in 9th grade. A few students at OMC choose to challenge themselves by taking extra classes with OC. The table above reflects the average number of college units earned by each class. The table above also reflects the average college GPA earned by each class as of the end of the 2020-2021 school year

OMC Summative CAASPP Data 2021

School	Test	Student Group	% Tested	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
OUHSD	SBAC ELA	All Students	66%	20.46	30.85	25.18	23.52
		LI	65%	16.10	29.90	27.13	26.87
	SBAC Math	All Students	63%	9.37	18.58	28.10	43.96
		LI	61%	5.83	15.54	29.19	49.45
OMCHS	SBAC ELA	All Students	91%	40.63	46.88	12.50	0.00
		LI	92%	34.78	52.17	13.04	0.00
	SBAC Math	All Students	91%	18.75	21.88	28.13	31.25
		LI	92%	13.04	13.04	39.13	34.78

During the 2020-2021 school year, the first group of 11th-grade students at OMC participated in the Smarter Balanced Summative Assessments for English Language Arts(ELA) and Mathematics. The students at OMC had a higher participation rate than the district's average and the performance rates were higher than the district's average. The only significant subgroup is LI students and the scores for OMC students are higher than the district's average for the LI population. OMC will continue working on closing the achievement gap between LI students and All students



OMCHS PSAT DATA Fall 2018				
PSAT 8/9				
Site	Class of:	Mean Score	EBRW Avg.	Math Avg.
District	2022	788	396	392
OMCHS	2022	874	436	438

OMCHS PSAT DATA Fall 2019				
PSAT/NMSQT 10th Grade				
Site	Class of:	Mean Score	EBRW Avg	Math Avg
District	2022	833	416	417
OMCHS	2022	931	468	464
PSAT 8/9				
Site	Class of:	Mean Score	EBRW Avg	Math Avg
District	2023	783	394	389
OMCHS	2023	952	485	468

OMCHS PSAT DATA Fall 2021				
PSAT/NMSQT 11th Grade				
Site	Class of:	Mean Score	EBRW Avg	Math Avg
District	2023	976	503	472
OMCHS	2023	991	503	488

Oxnard Union High School District made the PSAT suite of assessments available to all 9th, 10th, 11th, and 12th-grade students starting the 2016-2017 school year. This practice was changed during the 2019-2020 school year due to factors such as restrictions on social distancing due to COVID 19 and universities not requiring the SAT as part of the application process. Our district and our school offer the PSAT/NMSQT at no cost only to all 11th-grade students on school-day testing. 72% of our 11th-grade class took advantage of this opportunity this year. Our school does not have a school report for the cohort that participated in the PSAT/NMSQT during Fall 2020 because the number of students that opted to take the test was not significant to report.

PSAT/NMSQT DATA Fall of [2018](#), [2019](#), [2021](#)

A-G Eligibility Report				
2021	OUHSD		OMCHS	
	UC	CSU	UC	CSU
9th	35%	44%	70%	95%
10th	33%	38%	80%	97%
11th	32%	35%	82%	100%
12th	32%	37%	NA	NA
Overall	33%	39%	77%	97%

Transcript Evaluation services evaluated each student transcript and provided eligibility reports for students and the overall for each school and our district. Data shows that students at OMC are performing above the district average. OMCHS did not have 12th-grade students as of June 2021.

Oxnard Middle College A-G - S2 2020-2021																
	All Students				English Learners				LI				SPED			
	Yes	No	Total	% On Track	Yes	No	Grand Total	% On Track	Yes	No	Grand Total	% On Track	Yes	No	Grand Total	% On Track
GR	111	4	115	96.5%	1		1	100.0 %	69	4	73	94.5%	2		2	100.0 %
9	44	1	45	97.8%	1		1	100.0 %	20	1	21	95.2%				
10	35	1	36	97.2%					26	1	27	96.3%	1		1	100.0%
11	32	2	34	94.1%					23	2	25	92.0%	1		1	100.0%
12																

A-G After S2 2021				
	On Track			
Ethnicity	Yes	No	Total	% On Track
	111	4	115	96.5%
African-American	2		2	100.0%
Asian	8		8	100.0%
Hispanic	90	4	94	95.7%
Multi	3		3	100.0%
White	8		8	100.0%

Our district provides a report for each of the schools and breaks the data down by student subgroups and by ethnicity. Data between our district and Transcript Evaluation Services (TES) reports shows minor discrepancies that have been reported to TES for review.

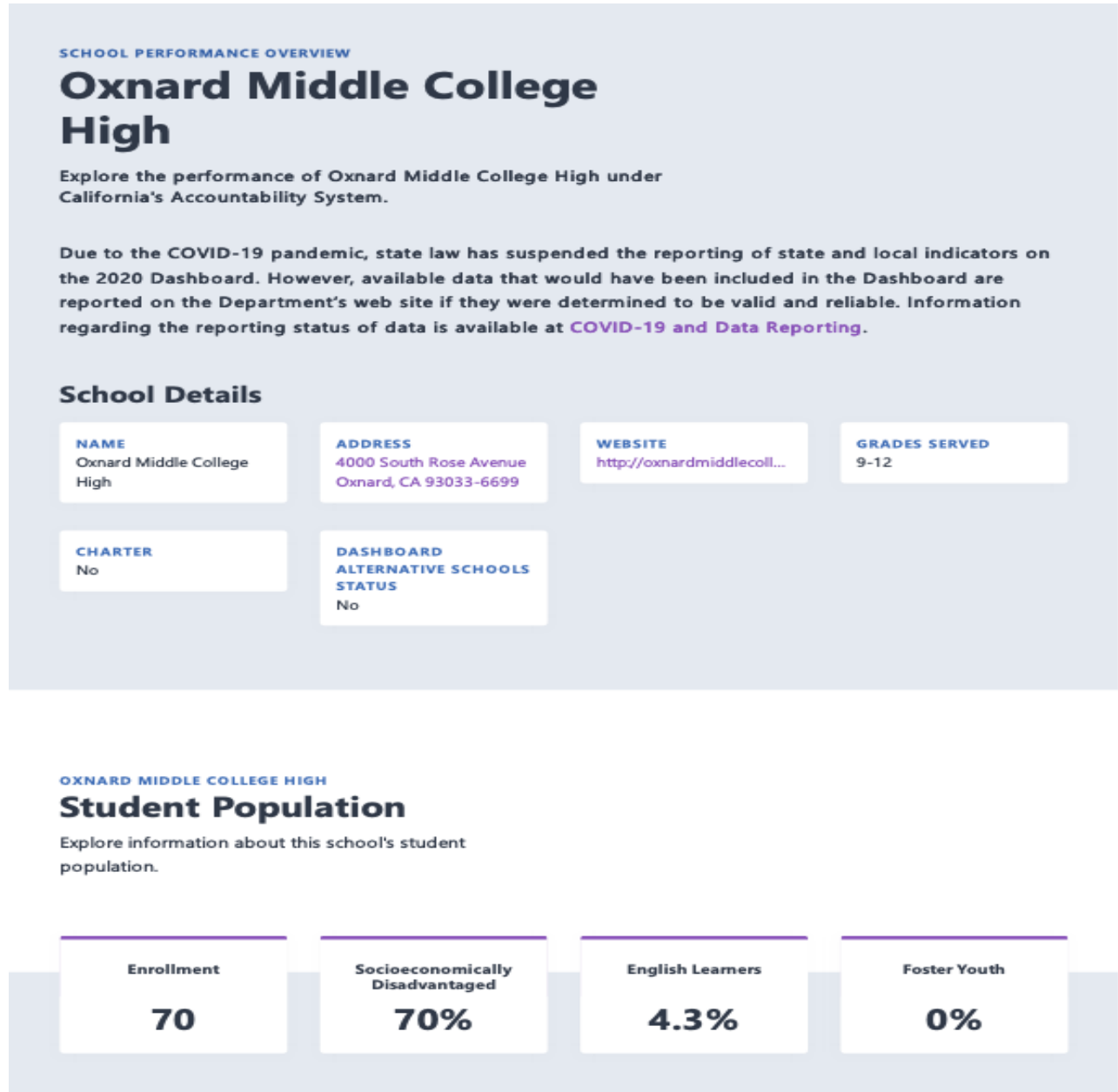
RECLASSIFICATION DATA 2018-2021			
		RFEP	
# of Students	Year Tested	Yes	No
1	2018-2019	1	
2	2019-2020	1	1
1	2020-2021	1	

The data included shows the reclassification of students during the last three years. OMC is very successful in reclassifying students. During the 2019-2020 school year only one student was not reclassified. This was due to the student transferring to another school at the end of semester 1 of the 2019-2020 school year.

OMCHS Attendance Rates 2018-2021			
	2020-2021	Months 1-5 2019-2020	2018-2019
All	99.5%	97.8%	97.9%
African-American	99.3%	97.6%	99.4%
Asian	99.9%	99.1%	98.2%
Hispanic	99.5%	98.5%	97.9%
Multi	99.8%	99.4%	100.0%
White	97.8%	87.4%	95.7%
Filipino			98.0%

Attendance Rates for 2020-2021 was higher than previous years because COVID students had access to checking in on CANVAS during the day and the attendance was marked as positive. We have already noticed that this year our attendance rates have decreased by an average of two percent from the 2020-2021 school year and it is on average at 97% for the last two months.

Dashboard data as of 2020 school year for Oxnard Middle College



Dashboard data for [2019](#) and [2020](#) school years

The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria

Oxnard Middle College offers its students a rigorous program and strives to prepare them for success beyond high school graduation. Student data shows that students at OMCHS are fulfilling academic standards and graduation and A-G requirements. Our graduation rate will be high and we fully engage stakeholders in College and Career Readiness. 100% of our students are enrolled in dual enrollment classes with Oxnard College and we review each student's needs to make sure that each student is receiving the support needed. Offering the AVID program to all students provides students the structure and the support they need to be successful in a rigorous high school and college program. Our two counselors have provided intense support to our students this year in the academic and social-emotional aspects. Our staff has made efforts in ensuring that our students have access to extracurricular activities and we have seen the culture of our school impacted positively with student belonging.

The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

There are clear and direct correlations between the district LCAP and our school's SPSA goals.

The OUHSD' LCAP has the following goals:

Goal 1 Instruction

To support High Expectations and Powerful Futures for EVERY Student the OUHSD 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.

Goal 2 College and Career readiness

To support High Expectations and Powerful Futures for EVERY Student the OUHSD will provide college and career readiness experiences for ALL students prior to high school graduation.

Goal 3 Multi-Tiered Systems of Intervention and Support

To support High Expectations and Powerful Futures for EVERY Student the OUHSD will identify and effectively implement positive behavior strategies, multi-tiered wellness interventions, and safe school programs.

The goals in the Single Plan for Student Achievement are aligned with the LCAP goals.

The OMCHS SPSA goals are as follows:

Goal 1 Instruction

Oxnard Middle College will utilize stakeholder input to develop and implement instructional programs that support the high school diploma as a minimum and provide college and career readiness to Every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.

Goal 2 College & Career Readiness

Oxnard Middle College High School will provide College, Career, and Life Readiness opportunities and experiences for every student beforebefore high school graduation.

Goal 3 Multi-Tiered Systems of Intervention & Support

Oxnard middle College will offer students systems of intervention and support that effectively promote diversity, equity, and inclusion.

OMCHS staff are dedicated and committed to providing students a rigorous environment with support to all students. Our student data and academic program show that teachers, administration, and support staff are invested in monitoring the action plan.

Chapter I: Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Evolving with Growth:

The bell schedule and student sequence of classes have evolved as OMCHS has grown by a grade level each year, adding staff, students, and a wider variety of high school and dual enrollment courses for our students at the community college. During the first year, we offered a Medical Terminology pathway, which was ultimately not sustainable given our population and facility size. During the first and second years of the school, we tried a couple of bell schedules that we had to adjust because of conflicts with the college schedule, as well as high school master schedule challenges, are given our small faculty size. We also changed from a 7 to an 8-period block rotation in which students typically attend 2-3, 90-minute high school blocks per day along with their college classes. During the third year of OMCHS, the district was in a full distance learning year for three quarters of the year due to the public health crisis, COVID19. In distance learning, our synchronous meeting schedule and calendar pivoted to accommodate the needs of our student community. With each adjustment, we have learned, sought stakeholder input, and improved our systems. Now, during the fourth year of OMCHS, with a full school of in-person students, we have a stable block bell schedule with a rotating Friday that coordinates with the community college.

Calendar:

OMCHS aligns our instructional calendar closely with Oxnard College to best meet the needs of our students. Because of this, OMCHS follows a different calendar than the rest of Oxnard Union High School District. We also follow a collegiate semester schedule in our high school classes to align with the college system. All high school and college classes end for the first semester before winter break. In the spring, college ends in late May and high school ends in early June to reflect the 180 high school instructional days.

Distance Learning:

During the 2020-2021 school year, OMCHS worked in 100% distance learning during the first semester and half of the second semester. We continued to offer our high school and college courses

at each grade level, but classes at both levels were offered with a combination of synchronous and asynchronous instruction. At the high school level, each class was allotted 45 minutes for synchronous instruction over zoom and 45 minutes of asynchronous instruction through our learning management system, canvas. Even though there is no mandate at the district level, as a school site, all teachers made the commitment to use the common platforms of zoom and canvas to support students during distance learning. Students were given a district PC laptop as well as a personal hotspot if needed. Student technical support was provided by the teachers, administration, and the district throughout distance learning. Although we experienced many challenges in distance learning and our communities were hit hard by the pandemic, many of our students were able to be successful academically in distance learning. Because of our small school size, we were able to support students who struggled with distance learning or personal situations on a case-by-case basis with SSTs, teacher interventions, tech support, counseling and wellness support, nutrition services, or other needs. Even with the impact of the pandemic, the average GPA of students going into the 2021-2022 school year was 3.95 and every grade level was on target for their average number of college units earned: 7.37 (10th), 26.25 (11th), 44 (12th).

In-person Learning Loss Tutoring:

When public health conditions improved in February of 2021, OMCHS began to offer learning loss tutoring. This was an option for students who struggled with content, internet connectivity, or social isolation. OMCHS facilitated this in-person tutoring through the principal, an AVID tutor, and substitute teachers. On average 50 students out of the 114 students were attending in-person support each week during the first quarter of the second semester of the 2020-2021 school year.

Hybrid Learning:

During quarter four of the spring of 2021, we began concurrent hybrid learning. In-person instruction was optional for students and we had an MOU in place between the district and the Oxnard Federation of Teachers and School Employees that limited the number of students in each classroom to 14. For the fourth quarter of 2020-2021, approximately 60% of Freshmen and Sophomore students attended in-person, while 40% attended via zoom. Junior students came in for in-person instruction as needed but mostly attended zoom classes by choice. During this time, we transitioned to our normal bell schedule.

Full-in-person learning:

We returned full-time in-person during the 2021-2022 school year. We are still seeing the impacts of COVID and distance learning, so we are working to accommodate instruction and services as needed. Attendance for the first month of instruction declined by 2% from the previous year. During 2019-2020 the attendance rate was 98.01% for students at OMC, the attendance rate for the first month of 2021-2022 is 95.81%.

Return to School Support:

With the return to full-time in-person school in 2021-2022, Oxnard Union and Oxnard Middle College sought to support students in multiple ways. With California legislation, AB 104, Oxnard Union High School district sent multiple communications to students and families via Parent Square and social media to alert students of their rights to change grades to pass/no pass and to access the modified graduation requirements allowed by the state as appropriate for certain circumstances due to the effects of the pandemic. As timeline extensions became available, the district and school repeatedly reached out to students and families to alert them to the opportunities.

In addition, Oxnard Middle College was supported by Oxnard Union High School District to assist students with the myriad social-emotional needs that they had as they returned to school. We were able to hire a full-time counselor and a full-time wellness specialist. Our wellness specialist works with the new director of wellness at the district level to provide direct services to students at the site and coordinate monthly themes to support mental health. These services are vital as we have seen an increase in student SEL needs as we return to campus. Our new full-time counselor works with students to make individualized academic plans and communicate options for acceleration and intervention. She also works with students who have a variety of personal situations that impact their learning and wellbeing. Differentiated counseling is a direct service needed as we see students and families in our community returning to school with a variety of needs.

Additionally, teachers were supported in the return to in-person school with PD offerings in restorative justice, bullying, LGBTQIA, and other SEL topics. We also offered a “Preview Week” to transition students and faculty back onto campus with tours, SEL activities, team building, and other orientations. Also, in response to our COVID return, the district and site set

up MTSS teams to address the concerns at each site. At Oxnard Middle College, our team is addressing the attendance and tardiness issues that have arisen in the return to school period.

ACS WASC Accreditation History:

In March 2019, OMCHS had our initial in-person WASC visit as a new school with a 9th-grade class and community college dual enrollment program. In November 2019 we had a WASC visit with all stakeholders to review the substantial changes and add 10th grade to our program. Again in October 2020, we had a WASC visit with all stakeholder groups for a substantial change to add 11th grade to our program. In November 2021, we held a substantial change visit with WASC to add 12th grade to OMC. In February 2022, we will have a full review visit to review and evaluate our self-study for the entire school, which has grown to all 4-grade levels (9-12) and a full staff.

In March 2019, Our Initial Self-Study Report found the following Major Areas of Need:

- ★ There is a need for ongoing collaboration with all stakeholders to ensure that the student learner outcomes are measurable and reportable to all stakeholders.
- ★ There is a need for improved communication of policies to all stakeholders.
- ★ There is a need for training and understanding by all stakeholders about the students' pathway of study.
- ★ There is a need to increase the hours of counseling services.
- ★ There is a need for support in building and maintaining the website.
- ★ There is a need to continue communicating community service opportunities.

The March 2019 Initial WASC Visiting Committee report concluded:

Schoolwide Areas of Strength

- ★ Utilizes student achievement data to inform teaching and learning.
- ★ OMCHS is a student-focused community.
- ★ Collaboration in the development and monitoring of mission, vision, and SLOs.
- ★ Active and involved School Site Council.

- ★ Positive school climate and collegial environment.
- ★ District financial, staffing, and professional development support.
- ★ Effective communication with students, parents, and the community.
- ★ A positive relationship between District, school site, and community college.
- ★ OMCHS is a safe, clean, learning environment.
- ★ Accessibility of administration, teachers, and staff.

Critical Areas for Follow-up

- ★ Investigate additional hours for counseling services.
- ★ Resolve scheduling conflicts between athletics and college classes.
- ★ Incorporate student desks that are technologically compatible.
- ★ Continue training for all stakeholders on pathways of study.
- ★ Investigate additional extra-curricular offerings.
- ★ Provide students with an understanding of the in-house system to report concerns.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

OMC staff has followed through with the areas of need that were identified in the self-study and also with the areas for follow-up identified by the visiting committee.

Summary of Progress on WASC Critical Areas, self-study areas, and SPSA:

WASC Critical Areas of Need from 2019:	Progress toward this goal:
WASC: Investigate additional hours for counseling services.	<p>OMCHS will add counseling services as the student population grows. From 2018-2021, OMCHS continued to share a counselor with another high school with 20% of her workweek dedicated to OMCHS. This was a challenge with counseling services only offered on Fridays. We allocated Title I funds as part of the SPSA for additional evening hours for extra counseling support and information sessions. We also added eight extra hours per week of Social and emotional Counseling through the Special Education Local Plan Area (SELPA) during the</p>

	<p>2019-2020 school year. Those services continued during the 2021-2022 school year. In 2021-2022, we were able to add a full-time Counselor and a full-time Student Wellness Specialist. These full-time additions to our staff gave students much more access to academic and social-emotional counseling.</p>
WASC: Resolve scheduling conflicts between athletics and college classes.	<p>OMC Administration collaborates with deans and the Oxnard College administration on classes that are available to OMC students. The administration and now the new counselor will continue the collaborative effort with community college partners on schedules to allow sports when feasible. As we grow as a school, we continue to collaborate with our district and community college partners on schedules to allow students to participate in sports and other programs as is feasible within the middle college, dual enrollment structure.</p>
WASC: Incorporate student desks that are technologically compatible.	<p>OMCHS will order new student desks for classrooms during the 2019-2020 school year.</p> <p>In October 2019, each classroom received new student desks that are more appropriate to a one-to-one laptop environment. As we added teachers and classrooms, we continued to order appropriate furniture. Our district ensures that all classrooms are appropriately equipped and the funds are allocated at the district level.</p>
WASC: Continue training for all stakeholders on pathways of study.	<p>The OMCHS principal and now the new counselor will continue to communicate the students' typical 4-year plan of study. OMC recognizes that students and parents are confused with the language originally used of "Pathways" to refer to the students' 4-year plan.</p> <p>During 2019-2020, a document that</p>

	<p>communicated the typical 4-year plan of study was created. The plan has been communicated with students, parents, and staff. During the 2021-2022 school year, this plan was posted online and communicated by the counselor during parent meetings and classroom presentations. The counselor collected data on the success and efficacy of this practice.</p>
<p>WASC: Investigate additional extra-curricular offerings.</p>	<p>In addition to several on-site clubs, OMCHS offers extracurricular opportunities to students by partnering with community organizations and district schools. During the 2019-2020 school year, OMCHS hired an AVID teacher who brought a myriad of community connections. Through the school-wide AVID program, students are connected to community service, advocacy, arts, wellness, and STEM opportunities. This has become a highlight of our program! In addition, the counselor consistently posts opportunities for inter-district CTE and other pathway programs that OMCHS students can participate in. OMC students also participate in classes offered before and after school at Channel Islands High School, our neighbor school. The classes our students usually participate in are Mock Trial, Mariachi, Cheer, and Dance.</p>
<p>WASC: Provide students with an understanding of the in-house system to report concerns.</p>	<p>In 2018-2020, Oxnard Union used the Sprigeo system for reporting in-house concerns like crime or bullying. From 2020-the present, we have switched to the WeTip system. Information about We Tip is posted in every classroom and in the main office so that students can make anonymous safety reports as needed. A WeTip link was also added to the school's website during the 2021-2022 school year.</p>

Self Study Areas of Need from 2019:	Progress toward this goal:
<p>There is a need for ongoing collaboration with all stakeholders to ensure that the student learner outcomes are measurable and reportable to all stakeholders.</p>	<p>All OMC staff meet on a regular basis to review student data and ensure that we focus on measurable outcomes. Student data reports are shared with parents during SSC, ELAC, BTS, and other events to ensure that our school community is informed of academic progress. Additionally, our SARC and SSC are posted on our website. Teachers collaborate and analyze student data during regularly scheduled collaboration meetings.</p>
<p>There is a need for improved communication of policies to all stakeholders.</p>	<p>The principal/administration will communicate policies relevant to the Middle College to all stakeholders through meetings, emails, parent meetings, and ParentSquare Updates.</p> <p>The principal and counselors send regular Parent Square updates to families to communicate relevant policies and information. The school site council, ELAC, and PTSA also meet with admin and school personnel throughout the school year in regularly scheduled meetings. Teachers also went over and above this goal to create the Griffin Hub where all agendas for each class are posted weekly for families and all stakeholders to view. Counselors went over and above to create websites that communicate all relevant policies and updates to stakeholders. Faculty also takes turns writing a Friday update to keep families and the community apprised of the latest news at OMCHS. In 2020-2021, OMCHS added a Griffin Guild club, which creates student news videos, posted on our website.</p>
<p>Continue utilizing student achievement data to inform teaching and learning.</p>	<p>All OMCHS teachers meet in dedicated, weekly collaboration time with the goal of analyzing student data as well as measuring and reporting progress toward school-wide learning outcomes.</p> <p>Our staff is committed to continuing</p>

	<p>with the collaboration effort. During the last three years, OMC staff have agreed to adjust the bell schedule to align better with the hours and times when college classes are offered; we have remained dedicated to this collaboration time (1 hr/week). We have also developed routines and instruments for measuring and reporting our SLOs.</p>
<p>There is a need for support in building and maintaining the website.</p>	<p>Oxnard Union High School District pays a stipend to a webmaster at each school site to maintain the school's website. OMCHS has a webmaster who has made a tremendous effort in maintaining the website and ensuring that the material is updated on a regular basis. Each counselor has their own site to maintain students and parents informed of events, activities and provide information related to each of their departments.</p> <p>Teachers create weekly agendas for each class that is posted every week to the public-facing Griffin Hub for students, families, and the community to access. In addition, teachers maintain a full canvas website with assignments and key information that is available only to students and parents who sign up as observers. All faculty take turns writing the weekly update, which is posted to the website on Fridays to recap the major events on campus.</p>
<p>There is a need to continue communicating community service opportunities.</p>	<p>The AVID teachers and counselor communicate regularly with students and parents on extracurricular activities available to students. With partnerships with Oxnard College, community organizations, and Channel Islands High School our students have ample opportunities to get involved. Flyers and messages are sent home via ParentSquare to parents. Hard copies of the flyers are made available to students and parents in the main office and posted in every classroom. Announcements on opportunities are also posted on the school's website.</p>

	Currently, about 80% of students are involved in activities. Student Involvement
--	--------------------------------------------------------------------------------------------------

SPSA Goal:	Progress toward this goal:
<p>Instruction: Implement an instructional program that supports all students through equitable, rigorous, accessible, and engaging lessons.</p> <p>Identified Need: Local indicators identify achievement gaps between significant pupil groups including English Learners, African American, and male students.</p>	<p>The strategy we use to target this goal is specific teacher collaboration in the area of common instructional practices. Our emphasis has been on common AVID techniques like focused notes and WICOR as well as common daily/weekly agendas to communicate class expectations to all stakeholders. Our emphasis for 2021-2022 is equitable grading practices. Our indicator is CAASPP scores in ELA and Math.</p>
<p>College and Career Readiness: Provide college and career readiness experiences to ALL students.</p> <p>Identified Need: Local indicators identify achievement gaps between significant pupil groups including English Learners, African American, and male students.</p>	<p>Since all of our students are dual-enrolled in community college as part of our program, we focused on providing tutoring support in Mathematics and college classes, which were areas of need for students. We hired an in-person tutor who met with students daily and virtual tutors who were available weekly during 20-21. These services were very beneficial to students. Our indicator is A-G achievement, which can be seen below. In 21-22, we continued to offer tutoring during AVID and academic enrichment. Due to a county-wide tutor shortage, we now offer peer tutoring primarily with 11th and 12th graders tutoring 9th and 10th graders.</p> <p>We also target this goal with university field trips for all students. Our goal is to engage them in future planning and provide information and experience of university life.</p>
<p>Multi-tiered Systems of Support and Intervention: Effectively implement positive behavior, multi-tiered wellness intervention, and safety programs.</p>	<p>Our strategy was to add counseling support with an emphasis on establishing socio-emotional interventions and health/wellness interventions for EL, LI, and</p>

<p>Identified Need: The California Dashboard and other local indicators identify that student achievement is impacted positively when students interact with a caring adult within a safe school environment.</p>	<p>students with disabilities. During 2020-21, we added extra evening hours so that our counselor could meet with individuals and groups. During 2021-2022, we added a full-time counselor and a full-time student wellness specialist. The Wellness Specialist brought individual and group wellness support as well as a teacher referral form and a caring closet. She also facilitated peer-to-peer advocates and brought in outside wellness groups like BRITE and HealthCorps to work with all students. The indicator was the Youth Truth data.</p>
<p>Parent, Family, and Community Involvement: Increase parent involvement in surveys and site events.</p> <p>Identified Need: The California Dashboard and other local indicators identify 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 students.</p>	<p>The indicator was participation in parent surveys and site events, which can be seen below.</p> <p>2020-2021 Youth Truth the following response rates: Family 65% response rate Students 96% response rate Parent Survey Data</p>

Summary of OMCHS Data:

Metric/Indicator		
ELA CAASPP	2019-2020 20% Above Standard 69 % Near Standard 11% Standard Not Met **Interim Data because there were no 11th graders.	2020-2021 87.5% Met and Above Standard 12.5% Near Standard 0% Standard Not Met **Summative Data with the first group of 11th graders.
Math CAASPP	2019-2020 18% Above Standard 48 % Near Standard 34% Standard Not Met **Interim Data because there were no 11th graders	2020-2021 40.6% Met and Above Standard 28.1% Near Standard 31.3% Standard Not Met **Summative Data with the first group of 11th graders.
A-G Rate	2019-2020 91% meeting CSU A-G requirements after S1	2020-2021 77% meeting UC A-G requirements 97% meeting CSU A-G requirements
Youth Truth- College and Career Readiness	2019-2020 53% of students reported positive rankings on the Youth Truth survey for college and career readiness.	2020-2021 67% of students reported positive rankings on the Youth Truth survey for college and career readiness.
Youth Truth Response Rate	2019-2020 Youth Truth the following response rates: Family 54% response rate Students 99% response rate	2020-2021 Youth Truth the following response rates: Family 65% response rate Students 96% response rate
Parent Site Event Participation Rate	2019-2020	2020-2021

Oxnard Middle College WASC Self-Study Report 2022

	Coffee with the Counselor Participation rate 34% Open House participation rate 51% Parent Orientation 81% participation rate SSC participation Rate 18%	Coffee with the Counselor Participation rate 20% Parent Orientation 98 % Parent Information Night 98% participation SSC participation Rate 11% ELAC 4% participation rate
Counseling Data	2019-2020 Calls Home 14 Parent meetings 1 SST 23 Student meetings 10	08/10/21-11/10/21 Calls Home 38 Parent Meetings 4 Contact Attempt 2 Class Visit 2 SIS Contact 3 SST 33 Student Meeting 63

Chapter II

Student/Community Profile and Supporting Data and Findings

Community of Oxnard

The city of Oxnard is located on California's southern coast and is the most populous city in Ventura County. Incorporated in 1903, Oxnard, the 22nd most populous city in the state of California, lies approximately 60 miles west of Los Angeles. Oxnard's city has historically been planned as a combination of neighborhoods and urban development focused on the downtown, coastline, and harbor areas. The city's incorporated areas are focused on industrial, residential, and commercial space. In addition, the city is surrounded by agricultural land and the Pacific Ocean, as well as the Santa Clara River.

Oxnard's primary development lies along Highway 101, Highway 1, and major transportation roadways that feed into them. The city is a major transportation hub in Southern California with Amtrak, Union Pacific, Metrolink, Greyhound, and Intercalifornias. It also has a small regional airport, Oxnard Airport. Prior to and during World War II, the naval bases of Point Mugu and Port Hueneme were established in the area to take advantage of the only major navigable deep-harbor port on California's coast between the Port of Los Angeles and San Francisco Bay. The Oxnard Plain, because of the high-quality agricultural soils, coupled with a favorable climate, is considered one of the most fertile areas in the world. Agriculture is one of the top contributors to Oxnard's economy. Other industries include finance, manufacturing, transportation, the high tech industry, energy, and petroleum with two large active oil fields that are still producing.

Oxnard Union High School District (OUHSD) was established in 1901 and opened Oxnard High School in 1902. The district was formed by the elementary districts in the area it served in order to provide public education for grades 9 through 12. Oxnard High School served all of the secondary students on the Oxnard Plain and the Conejo Valley until 1956 when the district opened Adolfo Camarillo High School. The population growth of the area was reflected in the rapid addition of more schools: Hueneme High School in 1960; Thousand Oaks in 1962; Rio Mesa in 1965; the Channel Islands in 1966; and Newbury Park in 1967. Frontier High School, a continuation school, was opened using existing facilities at the former Oxnard Air Force Base (now Camarillo Airport) in 1972. In 1974, Thousand Oaks and Newbury Park High

Schools became part of the newly established Conejo Unified School District. In 1995, the new Oxnard High School campus on Gonzales Road opened its doors, and the 1900 era campus on 5th Street closed. Pacifica began serving students in 2001 and became the district's 6th and most populated school. In 2015, high school number 7, Rancho Campana opened its doors. Oxnard Middle College High School welcomed students on July 2, 2018. The newest school, Del Sol, will be under construction and is projected to open and greet students in the fall of 2023. The city of Oxnard and surrounding communities are served by five K-8 school districts. Students that attend these districts "feed" into OUHSD after grade 8. They are:

- Hueneme School District: Serves 7,600 students at 11 campuses in South Oxnard, Port Hueneme, and Oxnard beach neighborhoods.
- Oxnard School District: Serves 18,000 students at 21 campuses throughout Oxnard.
- Ocean View Elementary School District: Serves 3,000 students at 6 campuses in South Oxnard.
- Pleasant Valley School District: Serves 6,200 students at 11 campuses in Camarillo.
- Rio School District: Serves 5,000 students at 8 campuses in North Oxnard and El Rio.

OUHSD also receives students from smaller districts including Somis and Mesa Union School Districts along with private and charter schools. All public high schools in Oxnard, Camarillo, and Port Hueneme as well as the unincorporated areas of El Rio, Somis, Silver Strand, and Hollywood Beach are operated by the Oxnard Union High School District. In OUHSD, 16,839 students attend six comprehensive high schools. These sites are Adolfo Camarillo (enrollment 2,128), Channel Islands (2,750), Hueneme (2,400), Oxnard (2,823), Pacifica (3,198) and Rio Mesa (2,381). Condor High is an alternative school with an enrollment of 374. Frontier High is our continuation school with 291 students. Rancho Campana is a career-themed school and has 829 students. Oxnard Middle College High School is located on the campus of Oxnard College and is in its fourth year of operation with 160 pupils. Oxnard Middle College is the only school in the district that offers students access to dual enrollment classes during the school day.

District students represent the great diversity of the region with 79.6% of students Hispanic or Latinx, 11.1% White, 3.4% Filipino, 1.7% Asian, and 1.5% African American. 69.7% of District students experience poverty and 59.6% of OUHSD students come from a second language background; 1.9% are initially fluent (IFEP), 14.2% are English Learners (EL),

and 43.5% are Reclassified Fluent English Proficient (RFEP). OUHSD's vision and mission of Building Powerful Futures for EVERY student support 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.

The COVID-19 pandemic has challenged our community, students, families, and schools in the months following March 2020. COVID-19 is a social and economic crisis just as much as it is a health one – its repercussions can be severe and far-reaching. From school closures to devastated industries and jobs lost – the social and economic costs of the pandemic are many. The COVID-19 outbreak affects all segments of the population and is particularly detrimental to members of those social groups in the most vulnerable situations. COVID-19 is threatening to widen inequalities. During this period many families have fallen below the poverty line. More than one billion youth are now no longer physically in school after the closure of schools and universities. With the closures of schools, many students have had to take on more home care and or financial responsibilities. Much vulnerable youth such as English learners, low income, migrant, foster youth, and/or homeless are in precarious situations. They are the ones who can easily be overlooked if we do not pay specific attention to their varied needs.

Oxnard Middle College High School:

Oxnard Middle College High School (OMCHS) is the newest addition to the Oxnard Union High School District (OUHSD). We officially opened our doors during the summer of 2018. During the 2018-2019 school year, we opened with 38 ninth graders and we have added 35-50 incoming ninth-graders and transfer students each fall. The 2021-2022 school year is the first year we have all 4 grade levels (158 students as of Oct.16, 2021) on campus and the class of 2022 will be our inaugural graduating class with 34 students.

Students at OMCHS are dual-enrolled in high school and college all four years of their high school career. The high school campus is located on the campus of Oxnard College, which is part of the Ventura County Community College District. During the school day, students are enrolled in a combination of high school and college classes to satisfy OUHSD graduation requirements as well as make progress toward a college degree. Each student works with the counseling staff to create a course sequence toward an AA or AS degree, IGETC (The Intersegmental General Education Transfer Curriculum), or a certain number of units, which they

will use after high school to continue in their college and career goals. While students are dual-enrolled, they have access to all of the student services offered through Oxnard College and the Ventura County Community College District. The following is the sequence of classes that students take with Oxnard Middle College and with Oxnard College during their four years at our school.



Oxnard Middle College High School

4000 South Rose Ave.

Oxnard, Ca 93033

805-278-5521

4-year Course Sequence

*schedules may vary

9th grade		
High School English 89 Math 1 PE 1 AVID 1 Academic Enrichment	College Art (Fall) Physical Geography w/ lab (Spring)	Optional College Summer School Communications
10th grade		
High School English 99 Math 2 PE 2 AVID 2 Academic Enrichment	College Language + History 160 (Fall) Language + Biology w/ Lab (Spring)	Optional College Summer School Political Science Language Other Humanity/Behavioral Science
11th grade		
High School Precalculus AVID 3 Ethnic Studies/Health Intro to Comp/Fitness for Life Academic Enrichment	College English + History 140 (Fall) Chemistry + Behavioral Science (Spring)	Optional College Summer School College PE Language Other IGETC/AA option
12th grade		
High School AVID 4 Economics/Government Math for Financial Literacy Academic Enrichment Other Elective	College English + Math (Fall) Behavioral Science + Humanity (or Physics) (Spring)	

*Peer Resource and ASB available to 11th and 12th grade students.

As high school students, OMCHS Griffins have access to the resources available and provided by Oxnard Union High School District. In addition to the high school classes and clubs offered on campus at OMCHS, students can be dual enrolled in special programs offered at the comprehensive high schools like Mariachi, Mock Trial, Pre-Engineering, Global Trade and Logistics, and Robotics. Most OMCHS students can also participate in sports with their school of residence with one current exception. One of the schools in the district recently changed leagues. Students attending OMC who live in the area of this school are not allowed to play sports with their home school due to current league rules. This is already being reviewed within our district seeking prompt resolution.

OMCHS adopted the AVID program from 2018-2019 and 100% of students at OMCHS participate in the AVID program. While in all high school classes at OMCHS, students receive AVID support. Teachers are offered ongoing AVID training and the students are also offered the AVID elective to support them in the rigorous coursework and university preparation. Students also receive support in educational technology and college courses through an Academic Enrichment program. OMCHS is a one-to-one laptop school. Each student is provided with a laptop as well as a personal hotspot if needed. Students use their technology to create, communicate, collaborate, and express their critical thinking. They also create personalized digital portfolios that span all four years to collect, recollect, and reflect on their progress in each high school and college class.

Students who wish to attend OMCHS apply during the spring of their 8th-grade year (or spring of 9th-11th if applying as a transfer). Students applying to OMC are asked to write an essay, obtain letters of recommendation, and interview with a committee. Students are also asked to submit their attendance reports and transcripts for 7th and 8th grade. Oxnard Middle College is committed to offering equitable access to college to all students throughout the district. The application process helps determine if the OMCHS is the best fit for the student to thrive since Griffins begin taking college classes on the college campus starting the first semester of their 9th-grade year. Students can also transfer to OMCHS as 10th grade, 11th grade, or 12th-grade students.

The demographic breakdown is as follows. In terms of ethnicity, there are 128 Hispanic students representing 81% of the student population, 9 White (non-Hispanic) students representing 5.7% of the student population, 10 Filipino students representing 6.4% of the

student population, 6 African American students representing 3.8% of the student population, 1 Vietnamese student representing .6 % of the student population and 1 Chinese student representing .6% of the student population and 3 students of other Asian representing 1.9% of the student population.

Enrollment by Ethnicity		
Ethnicity	Enrollment	Percentage
African American	6	3.8%
Chinese	1	0.6%
Other Asian	3	1.9%
Filipino	10	6.4%
Hispanic or Latino	128	81.4%
Vietnamese	1	0.6%
White	9	5.7%
Total	158	100%

The student population at OMCHS is a close representation of the community we serve.

Subgroup Enrollment		
Subgroup	Student Count	Percent
English Learners	5	3%
Military	4	2.5%
Homeless Youth	1	.6%
Migrant Education	0	0%
Students with IEP	4	2.5%
Students with 504	1	.6%
Low Income (LI)	96	61%

OMCHS is a Title I school as of 2020.

Enrollment by Grade		
Grade	Enrollment	Percentage
Grade 9	48	30.4%
Grade 10	47	29.7%
Grade 11	29	18.4%
Grade 12	34	21.5%
Total	158	100%

The first two classes graduating in 2022 and 2023 are the smallest classes. Currently, OMCHS is accepting 50 students every year.

Enrollment by Gender	
Female	Male
110	48

OMC staff realize the disproportionate enrollment between male and female students. The number of female applicants to OMC has always been three times greater than that of male applicants.

On track to Graduate End of Semester 2 2020-2021																
	All Students				English Learners				LI				SPED			
GR	Yes	No	Total	% On Track	Yes	No	Total	% On Track	Yes	No	Total	% On Track	Yes	No	Total	% On Track
	113		113	100.0%	1		1	100.0%	72		72	100.0%	2		2	100.0%
9	46		46	100.0%	1		1	100.0%	22		22	100.0%				
10	32		32	100.0%					25		25	100.0%	1		1	100.0%
11	35		35	100.0%					25		25	100.0%	1		1	100.0%

OMC has a very high percentage of students meeting graduation requirements. This is due to the teacher support provided and multiple interventions provided to students. Our teachers and counselor monitor student progress weekly if needed and work closely with students to provide additional support.

Students on Track to Graduate 2020-2021								
Ethnicity								
	After Sem 1				After Sem 2			
	On Track				On Track			
Ethnicity	Yes	No	Total	% On Track	Yes	No	Total	% On Track
	113	1	114	99.1%	113		113	100.0%
African-American	3		3	100.0%	2		2	100.0%
Asian	8		8	100.0%	8		8	100.0%
Hispanic	92	1	93	98.9%	93		93	100.0%
Two or More Races	3		3	100.0%	3		3	100.0%
White	7		7	100.0%	7		7	100.0%

The table above reflects the number and the percent of students by ethnicity on track to graduate after Semester 1 and after semester 2 for the 2020-2021 school year.

Average College Units and GPA Earned by Class as of 2021		
	Ave. College Units Earned	Ave. College GPA
Class of 2024	7.37	3.25
Class of 2023	26.25	3.58
Class of 2022	44.41	3.41

Students at OMC start earning college credits in 9th grade. A few students at OMC choose to challenge themselves by taking extra classes with OC. The table above reflects the average number of college units earned by each class. The table above also reflects the average college GPA earned by each class as of the end of the 2020-2021 school year.

High School Credits and College Unit Completion Data as of Fall 2021

	# of Students	Average # Total Units Earned	Average # College Units Earned	Ave HS GPA	Lowest HS GPA	Highest HS GPA
12th Grade	34	280	44	3.94	2.76	4.59
11th Grade	29	177	26.25	4.16	3.1	4.51
10th Grade	47	78	7.37	3.83	2.34	4.52

The table above reflects the number of high schools and college units earned by students. The student's high school transcripts include high school and college units.

The following tables include the students' data on A-G progress. Our district and our school have two different ways of running data reports for our students. Our district's data department runs preliminary A-G reports and has the ability to run these reports by student subgroup and by ethnicity. We also collaborate with Transcript Evaluation Services on A-G progress reports. Data and reports from the two systems are included in the following tables.

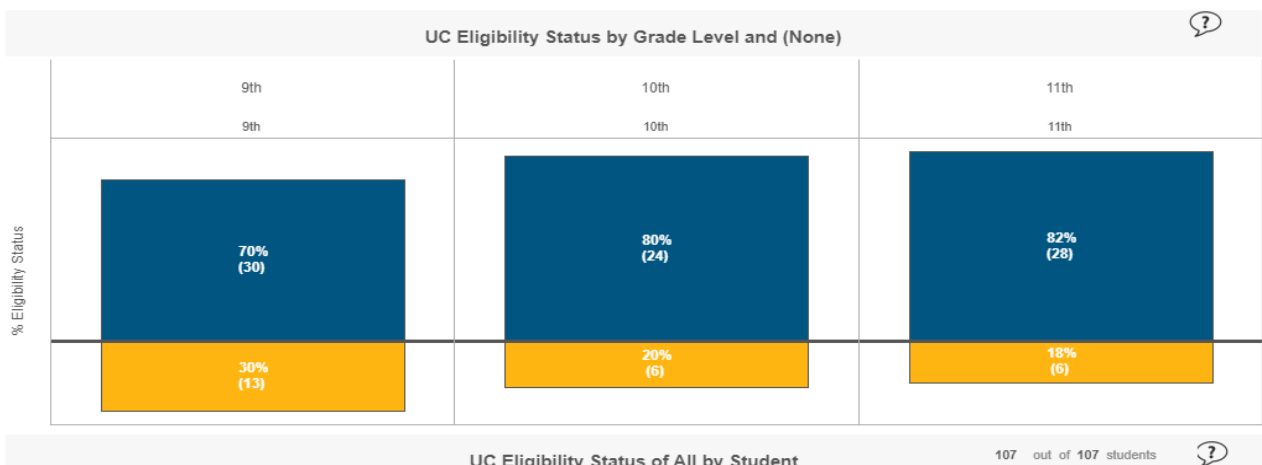
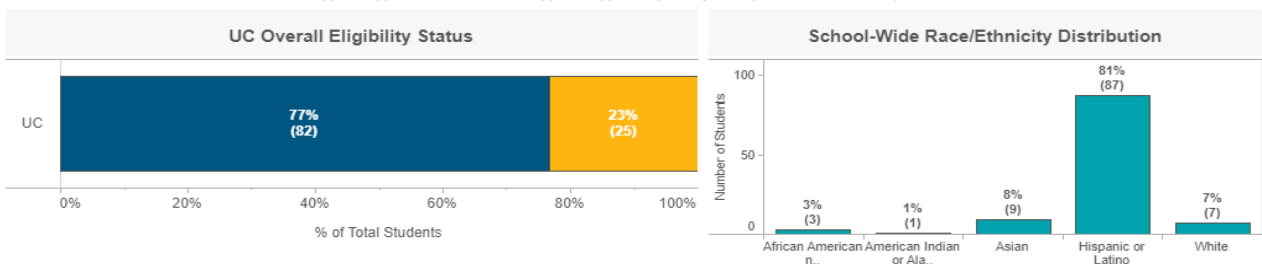
A-G : Status - End of S2 2020-2021																
Subgroups																
	All Students				English Learners				LI				SPED			
	Yes	No	Total	% On Track	Yes	No	Total	% On Track	Yes	No	Grand Total	% On Track	Yes	No	Grand Total	% On Track
	111	4	115	96.5%	1		1	100.0%	69	4	73	94.5%	2		2	100.0%
9	44	1	45	97.8%	1		1	100.0%	20	1	21	95.2%				
10	35	1	36	97.2%					26	1	27	96.3%	1		1	100.0%
11	32	2	34	94.1%					23	2	25	92.0%	1		1	100.0%

AG Status 2020-2021								
Ethnicity								
	After S1				After S2			
	On Track				On Track			
Ethnicity	Yes	No	Total	% on Track	Yes	No	Total	% On Track
	120		120	100.00%	111	4	115	96.5%
African-American	3		3	100.00%	2		2	100.0%
Asian	8		8	100.00%	8		8	100.0%
Hispanic	98		98	100.00%	90	4	94	95.7%
Multi	3		3	100.00%	3		3	100.0%
White	8		8	100.00%	8		8	100.0%

The data on the above tables is provided by our direct's data team. Data between our district and Transcript Evaluation Services (TES) reports shows minor discrepancies that have been reported to TES for review. The A-G rates for our school are higher than the district's average.

OMCHS 2020-2021 UC Eligibility report (Transcript Evaluation Services)

Oxnard Middle College High School College Eligibility Report (School Level)

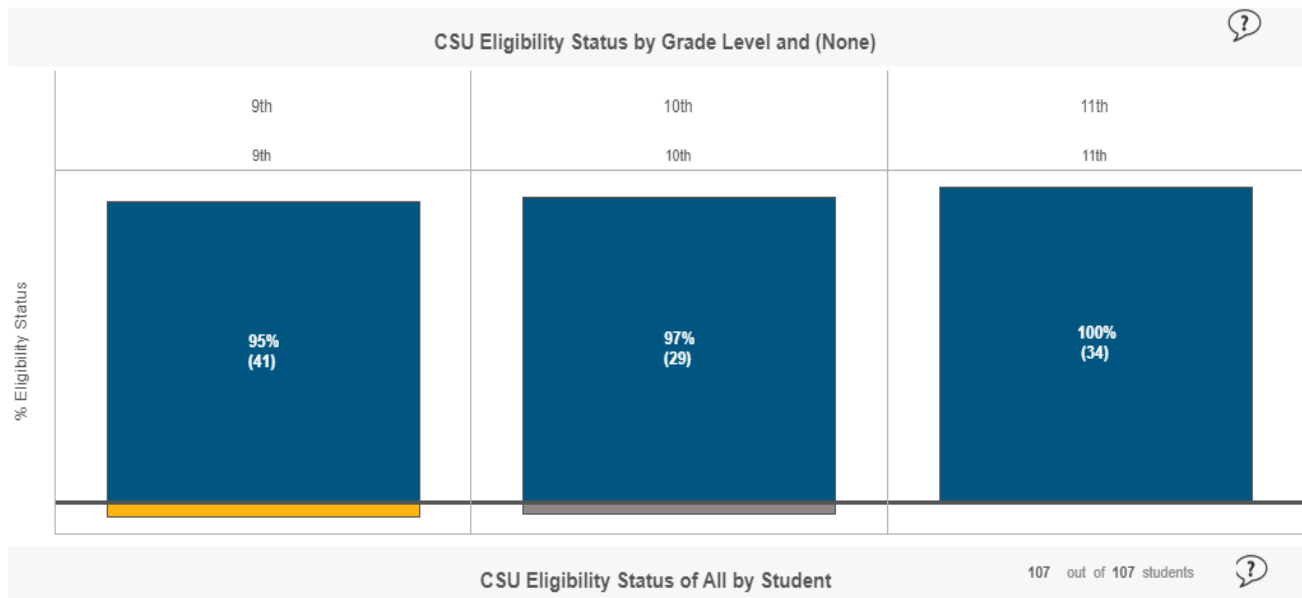
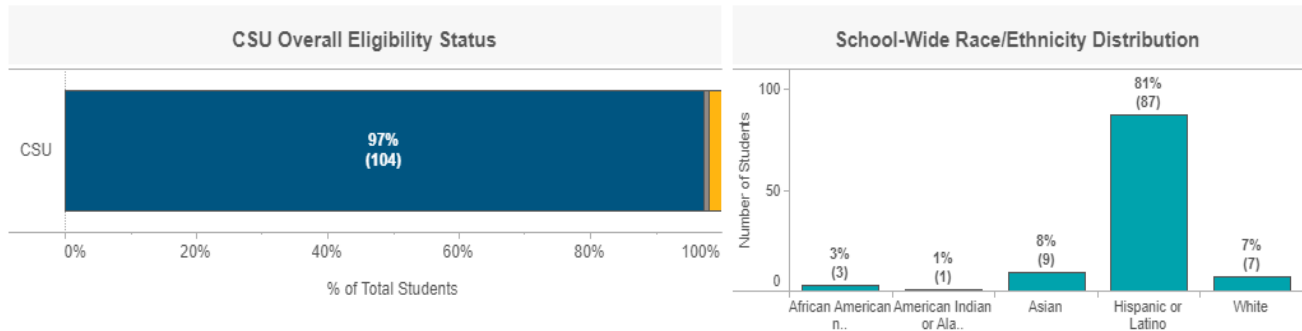


UC Eligibility Status of All by Student

107 out of 107 students

OMCHS 2020-2021 CSU Eligibility report (Transcript Evaluation Services)

Oxnard Middle College High School College Eligibility Report (School Level)



OMCHS Grade Distribution 2018 - 2021													
Year	Sem	Total A	% A	Total B	% B	Total C	% C	Total D	% D	Total F	% F	Total P	% P
2018-2019	S1	151	71%	44	21%	18	8%	0	0%	0	0%	0	0%
2018-2019	S2	144	55%	75	29%	32	12%	9	3%	0	0%	0	0%
2019-2020	S1	208	55%	63	17%	29	7%	6	2%	2	0%	72	18%
2019-2020	S2	193	56%	40	12%	5	1%	0	0%	0	0%	103	30%
2020-2021	S1	278	53%	77	15%	24	5%	18	3%	10	2%	117	22%
2020-2021	S2	278	56%	67	13%	31	6%	5	1%	5	1%	112	22%

The table above reflects the grade distribution for all high school classes during the last three years. Teachers offer support and opportunities to students to re-submit assignments and retest. The counselor works with parents and students on a plan of credit recovery and A-G recovery.

OMCHS D and F Rates Sem 1 2020-2021												
	All Students			EL Students			LI Students			Sped Students		
	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate
	2.3%	1.0%	3.4%	0.0%	0.0%	0.0%	2.1%	0.7%	2.8%	0.0%	0.0%	0.0%
9	5.0%	1.1%	6.1%	0.0%	0.0%	0.0%	6.2%	0.8%	7.0%			
10	1.1%	0.0%	1.1%	0.0%	0.0%	0.0%	0.7%	0.0%	0.7%	0.0%	0.0%	0.0%
11	0.0%	1.8%	1.8%				0.0%	1.3%	1.3%	0.0%	0.0%	0.0%
OMCHS D and F Rates Sem 2 2020-2021												
	All Students			EL Students			LI Students			Sped Students		
	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate
	1.3%	1.1%	2.4%	20.0%	0.0%	20.0%	0.8%	1.7%	2.5%	0.0%	0.0%	0.0%
9	1.8%	0.3%	2.0%	20.0%	0.0%	20.0%	0.5%	0.5%	1.1%			
10	1.3%	1.3%	2.5%				0.8%	1.6%	2.4%	0.0%	0.0%	0.0%
11	0.7%	2.2%	2.9%				1.0%	2.9%	3.8%	0.0%	0.0%	0.0%

Our district's data team also provides our school with data for review and analysis. The tables above show the D and F report for the 2020-2021 school year by subgroups. The next table includes the D and F report by ethnicity for the 2020-2021 school year.

D and F Report by Ethnicity 2020-2021												
	Q1			S1			Q3			S2		
Ethnicity	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate	D Rate	F Rate	DF Rate
	2.7%	2.3%	5.0%	2.3%	1.0%	3.4%	3.0%	1.4%	4.4%	1.3%	1.1%	2.4%
African-American	7.1%	0.0%	7.1%	16.7%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%	1.6%	0.0%	1.6%
Hispanic	2.6%	2.1%	4.7%	2.2%	0.7%	2.9%	2.5%	1.6%	4.1%	1.1%	1.0%	2.0%
Multi	7.7%	15.4%	23.1%	5.6%	11.1%	16.7%	5.3%	0.0%	5.3%	8.0%	0.0%	8.0%
White	2.9%	2.9%	5.7%	0.0%	2.3%	2.3%	10.2%	2.0%	12.2%	1.6%	4.9%	6.6%

CAASPP DATA

During the 2020-2021 school year, the first group of 11th-grade students at OMC participated in the Smarter Balanced Summative Assessments for English Language Arts(ELA), Mathematics, and Science. The students at OMC had a higher participation rate than the district's average and the performance rates were higher than the district's average. The only significant subgroup for our school is LI students and the scores for OMC students are higher than the district's average for the LI population. OMC will continue working on closing the achievement gap between LI students and All students. The tables below show the comparison between OMC and district test results for SBAC ELA, mathematics, and CAST. The data included in this report was extracted by our district's data team. Unfortunately, CAASPP data for the 2020-2021 school year is not available in DataQuest-CDE or the Dashboard.

OMC Summative CAASPP Data 2021

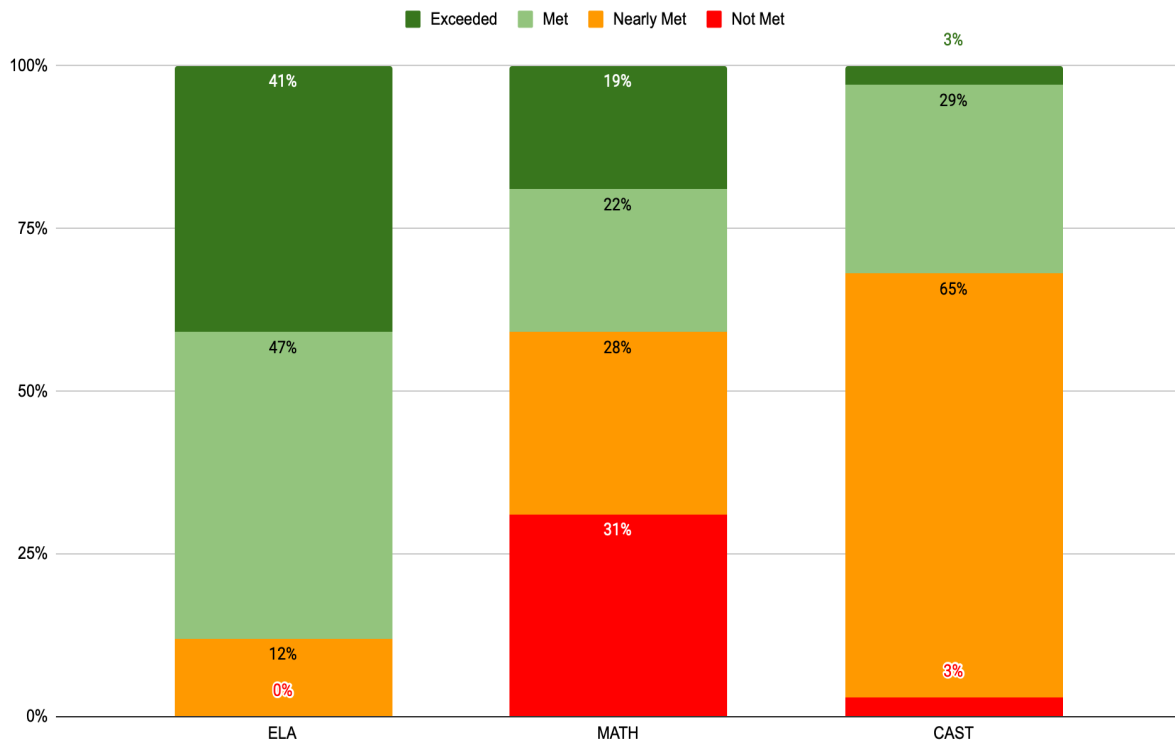
School	Test ID	Student Group ID	% Tested	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
OUHSD	SBAC ELA	All Students	66%	20.46	30.85	25.18	23.52
		LI	65%	16.10	29.90	27.13	26.87
	SBAC Math	All Students	63%	9.37	18.58	28.10	43.96
		LI	61%	5.83	15.54	29.19	49.45
OMCHS	SBAC ELA	All Students	91%	40.63	46.88	12.50	0.00
		LI	92%	34.78	52.17	13.04	0.00
	SBAC Math	All Students	91%	18.75	21.88	28.13	31.25
		LI	92%	13.04	13.04	39.13	34.78

Oxnard Union High School District offers the CAST to all 12th-grade students. Our school chose to offer the CAST to 11th-grade students. We are the only school in the district that is offering CAST to 11th-grade students. OMC staff already collaborated on providing extra support to all 11th-grade students as they participated in the Chemistry class with Oxnard College.

CAST Data Spring 2021

Class of 2022		
	# of Students	Percent
Not Met	1	3%
Nearly Met	20	65%
Met	9	29%
Exceeded	1	3%
Students tested	31	

OMCHS CAASPP DATA 2021



CAASPP ELA Data 2020-2021
(With district's 3-year comparison)

ELA	2018	2019	2021	3 Yr Growth	2018	2019	2021	3 Yr Growth
OUHSD								
	<i>All Students</i>				<i>Economically Disadvantaged</i>			
Exceeded	18%	16%	20%	2%	11%	11%	16%	5%
Met	25%	25%	31%	6%	23%	22%	30%	7%
Nearly Met	23%	24%	25%	2%	25%	25%	27%	2%
Not Met	34%	36%	24%	-10%	41%	41%	27%	-14%
OMCHS								
ELA	2018	2019	2021	3 Yr Growth	2018	2019	2021	3 Yr Growth
	<i>All Students</i>				<i>Economically Disadvantaged</i>			
Exceeded			41%				35%	
Met			47%				52%	
Nearly Met			12%				13%	
Not Met			0%				0%	

OMC's class of 2022 participated in SBAC during the Spring of 2021. This is the first class to participate in the assessments and hence we do not have a 3-year comparison.

CAASP MATH Data 2020-2021
(With district's 3-year comparison)

Math	2018	2019	2021	3 Yr Growth	2018	2019	2021	3 Yr Growth
OUHSD								
	<i>All Students</i>				<i>Economically Disadvantaged</i>			
Exceeded	9%	8%	9%	0%	4%	4%	6%	2%
Met	15%	14%	19%	4%	12%	11%	16%	4%
Nearly Met	23%	19%	28%	5%	22%	17%	29%	7%
Not Met	53%	60%	44%	-9%	62%	68%	49%	-13%
OMCHS								
	<i>All Students</i>				<i>Economically Disadvantaged</i>			
Exceeded			19%				13%	
Met			22%				13%	
Nearly Met			28%				39%	
Not Met			31%				35%	

ELPAC Data 2018-2021			
Current Grade	Number of Students	Year tested ELPAC	Overall Score
12	1	18-19	4
11	1	19-20	3
11	1	19-20	4
10	1	20-21	4

100% of students that have participated in the ELPAC have passed the ELPAC test during the last three years.

RECLASSIFICATION DATA 2018-2021			
		RFEP	
# of Students	Year Tested	Yes	No
1	2018-2019	1	
2	2019-2020	1	1
1	2020-2021	1	

The data included shows the reclassification of students during the last three years. OMC is very successful in reclassifying students. During the 2019-2020 school year only one student was not reclassified. This was due to the student transferring to another school at the end of semester 1 of the 2019-2020 school year.

ATTENDANCE DATA

The attendance rates for students at OMCHS have always been above average for OUHSD for the last three years.

<i>OMCHS Attendance Rates 2018-2021</i>			
	<i>2020-2021</i>	<i>Months 1-5 2019-2020</i>	<i>2018-2019</i>
All Students	99.5%	97.8%	97.9%
African-American	99.3%	97.6%	99.4%
Asian	99.9%	99.1%	98.2%
Hispanic	99.5%	98.5%	97.9%
Multi	99.8%	99.4%	100.0%
White	97.8%	87.4%	95.7%
Filipino			98.0%

Attendance Rates for Full Year 2020-2021					
Grade	All Students	EL Students	LI Students	Sped Students	FY Students
	99.5%	99.0%	99.4%	99.7%	
9	99.6%	100.0%	99.6%		
10	99.3%	91.7%	99.4%	99.4%	
11	99.4%		99.3%	100.0%	

Ethnicity	Thru Q1	Thru S1	Thru Q3	Full Year
	99.7%	99.5%	99.5%	99.5%
African-American	99.2%	98.8%	99.2%	99.3%
Asian	100.0%	100.0%	100.0%	99.9%
Hispanic	99.7%	99.7%	99.6%	99.5%
Multi	100.0%	100.0%	100.0%	99.8%
White	99.4%	97.9%	98.3%	97.8%

Parent Conference Data

Review of student data has become a regular activity during faculty meetings and collaboration meetings. Once data is reviewed, the counselor and administration meet to review follow-up steps. Parent meetings, student meetings, and SST's are held on a regular basis to inform parents of student progress. The table below shows the data documented on our student management system.

OMCHS Parent Conference Data-Synergy			
Conference Type	August 9, 2021- Oct 30, 2021	2020-2021	2019-2020
Call Home	15	38	14
Class Visit		2	
Other	3		
Contact Attempt		2	
Parent Meeting	17	4	1
SIS Contact	156	3	
SST	11	33	23
Student Meeting	150	63	10
Total	352	145	48

Mission

OMCHS provides a safe environment that supports students in college and career readiness with access to rigorous classes and technology-rich learning experiences. We foster resiliency and academic excellence through a strong partnership with families, Oxnard College, and the community.

Vision

OMCHS prepares students to innovate, think critically, communicate, and reach their personal and academic potential.

School-wide Learning Outcomes

Oxnard Middle College High School students are:

Innovators who...

- Think critically to solve problems, analyze, and evaluate data, and participate in inquiry-driven learning.
- Use technology to access credible sources and create representations of learning.
- Collaborate and contribute meaningfully toward common goals in a variety of roles.

Communicators who...

- Develop academic literacy across the curriculum.
- Listen and speak with objectivity and clarity across the curriculum.
- Express themselves through a variety of media for a variety of purposes.

Self-Directed Learners who...

- Set achievable goals and monitor their progress.
- Assume responsibility for their own learning.
- Construct systems of organization.
- Advocate for themselves and others.

Student Learning Outcome Data Summary

Student Data (Based on 104/114 students enrolled in spring 2021 who completed the survey)				
Students were asked to rate our progress on a scale of 1-10, 1 being strongly disagreed and 10 strongly agreeing.	9th	10th	11th	Total
In my high school classes, I have opportunities to think critically, solve problems, evaluate data, and participate in inquiry-driven learning.	8.8	8.6	8.2	8.6
In my high school classes, I use technology to access credible sources and create representations of learning.	9.25	9	8.9	9.1
In my high school classes, I collaborate and contribute meaningfully toward common goals in a variety of roles.	8	8.5	8	8.2
In my high school classes, I have opportunities to develop academic literacy across the curriculum.	8.5	8.7	8.7	8.6
In my high school classes, I listen and speak with objectivity and clarity across the curriculum.	8.4	8.8	8	8.4
In my high school classes, I express myself through a variety of media for a variety of purposes.	7.4	8.4	8.1	7.9
In my high school classes, I set achievable goals and monitor my progress.	8.4	8.5	8.6	8.5
In my high school classes, I assume responsibility for my own learning.	8.8	8.8	8.9	8.8
In my high school classes, I construct systems of organization.	8.3	8.5	8.2	8.4
In my high school classes, I advocate for myself and others.	7.8	8.2	7.8	7.9
I have access to a full range of educational opportunities	8.7	7.9	8.2	8.4
I understand the pathway of classes for the 4 years at Oxnard Middle College.	6.6	7.5	7.7	7.2
I understand my choices and pathway toward IGETC, AA/AS, college credits, and/or high school graduation.	6.4	7.1	7.1	6.8

Oxnard Middle College WASC Self-Study Report 2022

Faculty Data (Based on 5/5 teachers + admin in spring 2021 who completed the survey) * Full Data			
School-wide Student Learning Outcome	% of Students meeting expectation	How often Students have opportunities to practice and master this SLO	Sample Activities
OMC students think critically to solve problems, analyze, and evaluate data in inquiry-driven learning.	87%	Weekly- 35.7% Monthly- 14.3 % Quarterly- 21.4 % Semesterly- 21.4 % Annually- 7.1 %	-Math Performance Tasks -AVID SMART Goals -Choice Inquiry Research Project (English)
OMC students use technology to access credible sources and create representations of learning.	89%	Weekly- 21.4% Monthly-14.3% Quarterly- 42.9% Semesterly-21.4% Annually- N/A	-AVID Projects (Art, Poetry, Mindset) -English Choice Boards -Math Modeling
OMC students collaborate and contribute meaningfully toward common goals in a variety of roles.	79%	Weekly-87.5% Monthly-12.5% Quarterly-N/A Semesterly- N/A Annually- N/A	-Principal's Advisory -Collaborative Study Groups in AVID and Aca Enrich -Peer Revision/Writing Groups
OMC students develop academic literacy across the curriculum.	88%	Weekly-88.9% Monthly-N/A Quarterly-N/A Semesterly-11.1% Annually-N/A	-Focused Notes (All subjects) -Content-Specific Vocab -WICOR in all disciplines
OMC students listen and speak with clarity across the curriculum.	90%	Weekly-57.1% Monthly-28.6% Quarterly-14.3% Semesterly-N/A Annually-N/A	-Class presentations -Socratic Seminar/TQE/Philosophical Chair Discussions
OMC students express themselves through a variety of media for a variety of purposes.	93%	Weekly-33.3% Monthly-N/A Quarterly- 16.7% Semesterly-50% Annually- N/A	-Multimedia projects in AVID/English -Digital Portfolios -Slides, Docs, Models
OMC students set achievable goals and monitor their own progress.	90%	Weekly-12.5 Monthly-37.5 Quarterly-N/A Semesterly-37.5 Annually-12.5	-Mastery Tracking (English) -SMART Goals (AVID) -Digital Portfolios (all subjects)
OMC students assume responsibility for their own learning.	86%	Weekly-85.7% Monthly-N/A Quarterly-N/A Semesterly- 14.3% Annually-N/A	-Check for understanding (Math) -Planning, Notebook eval, and grade checks (Aca Enrich and AVID)
OMC students construct systems of organization.	87%	Weekly-80% Monthly-N/A Quarterly-N/A Semesterly-20% Annually-N/A	-Focused Notes (all classes) -College Crates (AVID) -Planner (Aca Enrich) -Notebooks (Math)

Oxnard Union High School District LCAP Goals:

District LCAP Goal 1: Instruction - To build Powerful Futures for **Every** student, the Oxnard Union High School district will utilize stakeholder input to develop and implement an instructional program that supports the high school diploma as a minimum and provides career readiness to every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.

District LCAP Goal 2: College, Career, and Life Readiness To build Powerful Futures for **Every** student, the Oxnard Union High School district will utilize stakeholder input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation.

District LCAP Goal 3: Multi-Tiered Systems of Support To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.

The OMCHS LCAP goals are monitored as part of our Single Plan for Student Achievement (SPSA). The SPSA is monitored and reviewed by the School Site Council (SSC) and the English Language Advisory Council (ELAC). Both groups examine the budget, programs, and school goals before making decisions that pertain to student learning. As part of the Federal Program Monitoring (FPM) process, LCAP/SPSA goals are reviewed, evaluated, and updated at the end of each school year by OMCHS administration and the SSC. The analysis, findings, and updated SPSA goals are documented in the OMCHS SPSA Annual Evaluation worksheet.

OMCHS administration wrote the Single Plan for Student Achievement (SPSA) in collaboration with the School-Site Council (SSC) and with feedback from the English Learner Advisory Committee (ELAC). After a collaborative review of a comprehensive site-needs assessment, prior SPSA reviews and discussions, WASC Action Plan goals, and LEA LCAP priorities, OMCHS site administration, SSC, and ELAC agreed upon the final SPSA, which can be found at this link: [OMCHS SPSA](#).

Graduation and A-G Requirements

Oxnard Union High School District requires its students to earn 230 credits in order to graduate. OUHSD made adjustments to its graduation requirements during the 2016-2017 school year. The changes made to the graduation requirements impact the class of 2024. The graduating class of 2024 must meet Students are required to earn their credits in compliance with state requirements and in the following areas:

- English (40)
- Math (30)
- Physical Education (20)
- Science (20)
- Health (5)
- Social Science (35)
- World Language or Visual and Performing Arts or Career Technical Education (20)
- Electives (60)

In addition, students must satisfy proficiency in computer literacy through coursework or by testing. These graduation requirements have changed with the class of 2024.

The graduation requirements for the class of 2024 and beyond are as follows (changes are italicized):

- English (40)
- Math (30)
- Physical Education (20)
- Science (30)
- Health (5)
- *VAPA (10)*
- Social Science (30) + *Ethnic Studies/Cultural Geography (5)*
- *World Language or Career Technical Education (20)*
- *Electives (40)*

The Class of 2024 is the first in the district to see some long-coming changes. Students must complete the third year of science (life or physical), they must complete 10 Visual and Performing Arts credits instead of choosing between VAPA, World Language, and CTE. Geography has been replaced by Ethnic Studies/Cultural Geography, and the Computer Proficiency component has been eliminated. Oxnard Middle College students satisfy some of

their high school graduation requirements through Oxnard College coursework that is added to their high school transcript after successful completion of a course.



Graduation **A-G** Requirements:

2020, 2021, 2022 and 2023		2024 Approved	
A	History/ Social Science 35	A	History/ Social Science 35
	10 World Civ		10 World Civ
	10 US History		10 US History
	5 Government		5 Government
	5 Economics		5 Economics
	5 Geography		Ethnic Studies / Cultural Geog
B	English 40	B	English 40
C	Mathematics 30	C	Mathematics 30
	5 credits:		5 credits:
	Math 1 (second term)		Math 1 (second term)
	or Math 2 or any		or Math 2 or any
	Higher Level Math		Higher Level Math
D	Science 20	D	Science 30
	10 Life		10 Life
	10 Physical		10 Physical
			10 Other
E	World Language or CTE or VAPA 20	E	World Language or CTE Pathway Completion 20
F		F	VAPA 10
G	Electives 60	G	Electives 40
	Any District Course		Any District Course
	P.E. 20		P.E. 20
	Health 5		Health 5
	230		230
	Proficiencies		Proficiencies
	Physical Fitness Test		Physical Fitness Test

Oxnard Middle College Course Sequence to Meet Graduation and A-G Requirements:

9th Grade		
High School: English 89 Math 1 PE 1 AVID 1 Academic Enrichment 1	College: Art (Fall) Physical Geography- Science (Spring)	Optional College Summer School: Communications
10th grade		
High School: English 99 Math 2 PE 2 AVID 2 Academic Enrichment 2	College: Language + History 160 (Fall) Language + Bio (Spring)	Optional College Summer School: Political Science, Language or Other Humanity/Behavioral Science
11th grade		
High School: Precalculus AVID 3 Ethnic Studies/Health Intro to Comp/Other Elective Academic Enrichment 3	College: English + History 140 (Fall) Chem + Behavioral Science (Spring)	Optional College Summer School: College PE, Language, or other IGETC/AA option
12th grade		
High School: AVID 4 Economics/Government Math for Financial Literacy Academic Enrichment 4 or Other Elective	College: English + Math (Fall) Behavioral Science + Humanity (or Physics)	

Chapter 3

A: Organization

A1 Vision and Purpose

Findings	Supporting Evidence
<p>A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile</p> <p>The faculty and staff of Oxnard Middle College High School met in November 2018 to write the school’s vision and mission statements. The vision and mission statements were then shared for input with the school site council and students. The following are the vision and mission statements for OMCHS.</p> <p style="text-align: center;">VISION</p> <p>OMCHS prepares students to innovate, think critically, communicate, and reach their personal and academic potential.</p> <p style="text-align: center;">MISSION</p> <p>OMCHS provides a safe environment that supports students in college and career readiness with access to rigorous classes and technology-rich learning experiences. We foster resiliency and academic excellence through a strong partnership with families, Oxnard College, and the community.</p> <p>The Student Learning Outcomes were created during the fall semester of 2018 by staff and students and reviewed by parents. Students are provided with a copy of the school’s Vision, Mission, Portrait of a GRIFFIN, and the Student Learner Outcomes every year during student orientation. The students keep these documents in their AVID binder. The Vision, Mission, Portrait of a GRIFFIN, and Student Learner Outcomes are also posted on every classroom and on the school’s website. OMCHS has plans to revise its vision and the Students learner Outcomes during the 2022-2023 school year.</p>	<p>AVID Binder School’s website</p>

<p style="text-align: center;">Schoolwide Learning Outcomes</p> <p>Oxnard Middle College High School students are:</p> <p>Innovators who...</p> <ul style="list-style-type: none"> • Think critically to solve problems, analyze, and evaluate data. • Participate in inquiry-driven learning. • Use technology to access credible sources and create representations of learning. • Collaborate and contribute meaningfully toward common goals in a variety of roles. • Navigate high school and college systems. • Complete creative and rigorous tasks and projects to demonstrate academic stamina. <p>Communicators who...</p> <ul style="list-style-type: none"> • Develop academic literacy across the curriculum. • Listen and respond with objectivity. • Speak and write with clarity across the curriculum. • Express themselves through a variety of media for a variety of purpose • Use conventions of language to develop a point of view. <p>Self-Directed Learners who...</p> <ul style="list-style-type: none"> • Set achievable goals. • Monitor and evaluate their progress. • Assume responsibility for their own learning. • Construct systems of organization. • Advocate for themselves and others. • Act with integrity. <p>A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes</p> <p>Each year the School Site Council meets to review the student</p>	<p>SPSA Master schedule AVID Binder SPSA agendas</p> <p>SPSA Evaluation Tool</p>
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<p>achievement data and write the School Site Plan for Student Achievement. OMCHS' SPSA is aligned to the district's LCAP plan. Student data, vision, mission, Schoolwide Learning</p> <p>Outcomes and academic data are reviewed and the plan is updated. At the end of each school year, the SPSA is evaluated for effectiveness. The evaluation is then used as a guide to update the plan for the following school year. The membership of the SSC includes students, parents, and staff. The composition of the SSC ensures parity between the school representatives and the parents and students.</p> <p>The vision, mission, and Student Learning Outcomes are closely aligned. The vision is a reflection of the characteristics and goals that we have for our students and the school community as a whole. The mission is a description of how we will accomplish the vision and how we will prepare our students for their future. The Student Learning Outcomes are measurable goals that students at OMCHS will accomplish and learn.</p> <p>The faculty and staff and the parent community believe that Griffin students can learn and be college and career-ready with the appropriate support. Students at OMC are exposed to the rigorous curriculum but also receive ample academic support in their AVID and Academic Enrichment classes to meet their academic potential.</p> <p>Revision of the school's vision, mission, and Schoolwide Learning Outcomes will be discussed with students, parents, and staff every 4 years to review and update. As our student population and staff grow and evolve, revisiting the vision and mission of our school and student community will be essential to ensure that it reflects the goals of the school community.</p> <p>A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP</p> <p>Students, parents, staff, and community members have a clear understanding of the vision, mission, and schoolwide learning outcomes of the school. They are communicated and posted in every classroom, office, and school website. Additionally every year, students are provided handouts with the vision, mission, and student learning outcome in the AVID class.</p> <p>Regular LCAP meetings are hosted at the district level for parents and students to review LCAP goals and to update the LCAP plan. The LCAP Executive Summary is then reviewed with parents and students during School Site Council and ELAC. Student achievement data for all schools and for the district are reviewed by parents, students, and the</p>	<p>LCAP</p> <p>See Classroom and Office Posters</p> <p>Website</p>
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community to update the LCAP and monitor goals.	
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A2 Governance

Findings	Supporting Evidence
<p>A2.1 Understanding the Role of the Governing Board and District Administration</p> <p>Oxnard Union High School District is governed by a board of 5 at-large, popularly elected individuals. Currently, our district is reviewing trustee areas with the community and gathering input on the boundaries for these areas. The goal is for Trustees to be a true representation of the community and to follow state guidelines. The executive cabinet at the district office consists of the Superintendent, all Assistant Superintendents, and the principals. According to board policy 9000, the district is responsible for the following: The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. The Governing Board's primary goal is to provide each student with an education of the highest quality in keeping with his/her capacity to learn. This goal shall be the basic factor motivating the Board's execution of its powers and duties. According to Board Policy 9100, the Board elects officers once a year and has a President, Vice President, Clerk, Secretary, and Members. Each board member is elected for a four-year term. A board member, according to Board Policy 9200, has no individual authority but has the following responsibilities: Board members should hold the education of children and youth above any partisan principle, group interest, or personal interest. Board members should understand their role and the programs offered by the district. All Board Policies can be found at http://www.oxnardunion.org/board-of-trustees/board-policies.</p> <p>Agendas for board meetings are posted at the school site 72 hours before every board meeting and the calendar of board meetings is available on the district website. Board meetings are also streamed live. The Superintendent meets quarterly with the Parent Advisory and parents from each school site are invited to attend. During Parent Advisory the Superintendent provides updates on the district's initiatives and provides an overview on parent involvement at the district level. Oxnard Union High School hosts an annual Title I meeting at the beginning of every school year and during this meeting, information is shared with parents on parent involvement and</p>	<p>OUHSD Board Policies</p> <p>Agendas and materials for Title I Meeting 2020</p> <p>Title I Meeting 2021</p>

<p>Uniform Complaint procedures.</p> <p>A2.2 Relationship between Governing Board and School</p> <p>The district’s board policies and bylaws are clearly stated on the district website. The vision and mission of Oxnard Middle College High School connect to the district's vision of “Building powerful futures for every student”. All staff members are provided with the Board’s expectations and goals and they were discussed during faculty meetings. Additionally, the school’s goals have been aligned with the district’s LCAP goals. The school’s goals have also been discussed with the staff. The following are the Board’s Goals for 2021-2022.</p> <p style="text-align: center;">Vision and Mission</p> <p>Oxnard Union High School District engages students in college-ready experiences and career pathway preparation – Building Powerful Futures for Every Student.</p> <p style="text-align: center;">Board Goals</p> <p>Goal 1- Instruction</p> <p>Every Student is College Ready, Career Prepared and receives support to meet the High School graduation requirements</p> <p>Board Goal 2 – Social Emotional And Wellness Supports</p> <p>Every student receives access to Social-Emotional and Wellness supports and services in a healthy teaching and learning environment that celebrates and promotes trusting relationships</p> <p>Board Goal 3 – Equitable Facilities & Infrastructure</p> <p>Every student learns in a school facility that provides a safe environment and equitable learning conditions</p> <p>Board Goal 4 – Del Sol High School</p> <p>Prepare for the opening of Del Sol High School</p> <p>Board Goal 5 – Communication</p>	<p>Board Goals LCAP</p> <p>OMCHS SPSA SPSA Budget</p>
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<p>Provide culturally proficient timely communication for students, parents, families, staff, and community</p> <p>The school board approves each school's Single Plan for Student Achievement (SPSA). The SPSA is closely aligned to the district's LCAP plan and the Board's goals. The school principal presents to the board once a year on the progress of the school's goals. In October 2021, the district's director of compensatory education informed OMCHS that our Title 1 budget increased. In November 2021, the school site council met to approve the new allocation.</p> <p>The superintendent meets with the school's administration to review data and progress on achievement goals. The school's data is later shared with Board members. The Assistant Superintendent of Fiscal Services meets with the principal to review the school's budget once a year and provide guidance and support on alignment to the school's goals.</p> <p>There is at least one board member at every major school event including Back to School Night and Open House. Board members are available by email and teachers, parents, students and community members can address the board in open sessions at regularly scheduled board meetings. The superintendent meets with the school administration every month to review student achievement data, important school issues and to visit classrooms.</p> <p>During school closures due to COVID 19, the Superintendent hosted monthly Learning Redesign Coalition meetings with teachers and staff districtwide. These meetings were hosted monthly starting March 2020 and ending June 2021. During these meetings, important pedagogical issues were discussed and district updates were provided. The Superintendent meets with school staff once every semester during the "Breakfast with the Sup" meeting. Additionally, our Superintendent meets with student representatives of the school at the Superintendent's Student Advisory Committee which is scheduled every quarter.</p> <p>A2.3 Uniform Complaint Procedures:</p> <p>The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints that may require a more formal process, the Board adopts the uniform</p>	<p>Principal's data 2018-20, 2020-21</p>
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<p>system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.</p> <p>Oxnard Union High School District annually notifies its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process. OUHSD is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.</p> <p>OUHSD utilizes a Uniform Complaint Procedures form available online and is to be returned to the school Principal or to the District Complaint Officer, the Director of Human Resources. There is a follow-up procedure through that office.</p> <p>OMC provides information and training in regards to UCP to parents, students, and community members during an annual Title I meeting.</p>	<p>UPC Annual Notice on OUHSD website</p> <p>UCP Form English UCP Form Spanish</p> <p>OMC UCP Presentation to Parents 2021</p>
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A3 Leadership: Data-informed Decision-making and Continuous School Improvement

Findings	Supporting Evidence
<p>A3.1 Broad-Based, Inclusive, and Collaborative</p> <p>Oxnard Middle College follows a broad-based and inclusive collaborative planning process of improvement. Due to the small nature of the staff, prior to 2021-2022 all 3.2 teachers, part-time counselor and Principal Secretary would meet monthly during faculty meetings and weekly collaboration time to review and discuss all issues pertaining to the instructional program. During 2021-2022 certificated staff increased by 3.8 FTE and classified staff increased by 2 staff members. At this time there was a need to form a Leadership team that would meet to discuss and oversee all issues related to the instructional program. The leadership team started meeting officially in December 2021 of the 2021-2022 school year. The Leadership team is composed of three teachers, one Counselor and one Classified employee.</p> <p>A3.2 School Action Plan/SPSA Correlated to Student Learning</p> <p>The staff, administration, and parents are committed to working</p>	

<p>together to help students. Teachers and Counselors meet weekly to collaborate, review and analyze student data. Data reviewed during collaboration meetings include student achievement data, attendance, Ds and Fs, college units earned, Youth Truth, CoVitality, California Healthy Kids Survey, and other student achievement data available.</p> <p>The SPSA is a representation of the needs of the students at OMC and student data is reviewed every year by the Council to update the plan. School Site Council has parity between parents and students and school staff. An essential component in reviewing the SPSA is to review student achievement data and allocate resources based on students' needs to provide a system of support to students..</p> <p>A3.3. Collective Accountability to Support Learning</p> <p>The School Site Council is responsible for reviewing and advising on the Single Plan for Student Achievement (SPSA) over the course of the school year. The membership of the SSC includes students, parents and staff. The composition of the SSC ensures parity between the school representatives and the parents and students. The current representatives of the School Site Council are two parents, one student, one teacher, one classified employee and the principal. The plan is written in a collaborative way and has the commitment of the staff, students and parents. The goals of the plan are monitored and evaluated every year. The plan is evaluated at the end of the year for effectiveness and goals are revised, reviewed and approved by the committee.</p> <p>OMCHS faculty meets weekly to share information and review data. These meetings are essential for the OMCHS as they provide an opportunity to discuss major school issues and allow for staff to provide input and help in decision-making. Additionally, Leadership meetings have been added this year to continue improving on the collective accountability model.</p> <p>The following are the monthly meetings that were scheduled during the 2021-2022 school year:</p> <ul style="list-style-type: none"> ● Faculty meeting ● Collaboration meeting ● WASC meeting 	<p>SSC Agendas SPSA</p> <p>Leadership Team meetings</p> <p>Faculty Meetings Calendar</p> <p>Collaboration calendar</p>
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<p>A3.4. Internal Communication and Planning</p> <p>Oxnard Middle College High School uses the following methods for internal communication: weekly collaboration meetings, faculty meetings, individual meetings, and email. In addition, parents, students, faculty and staff receive communication via ParentSquare. Every Friday staff provides a weekly update that is uploaded to the school's website. The calendar feature is used for planning meetings. Teachers and staff also use the shared Google drive to upload data and share documents for review. Administration and Counselors maintain an open-door policy that supports the prompt resolution of conflict. OMCHS has a Union Representative that was voted in during the 2019-2020 school year. The Union president is available in the event a situation cannot be resolved.</p>	<p>ParentSquare Data</p> <p>Weekly Update</p>
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A4. Staff: Qualified and Professional Development

Findings	Supporting Evidence
<p>A4.1 Qualifications and Preparation of Staff</p> <p>Teachers at OMCHS have access to plenty of professional development opportunities both within the school and at the district level. During the summer Oxnard Union High School District offers a series of professional development opportunities for teachers and classified personnel. District Learning Design Coaches coordinate professional development opportunities for teachers district-wide. The professional development includes training, job-like, workshops, support for the integration of new textbooks and LMS components, new standards integration, strategies for engaging EL students, pacing calendars, and tech support. Classified personnel has access to professional development sessions related to tech support, attendance, records, budgets, and other professional learning sessions related to their area of responsibility.</p> <p>A4.2 Professional Development and Learning</p> <p>During the 2020-2021 school year, all teachers were given professional development opportunities to facilitate a successful transition to online learning. Training sessions were made available online. The training sessions available were specific to lesson delivery using technology and other apps to engage students during distance learning. OUHSD also</p>	<p>Staff Educational Experience</p> <p>PD Sessions OUHSD</p> <p>OMCHS PD</p>

<p>engages teachers and students in a series of professional learning activities that they can do at their own pace. OUHSD created the Oxnard Union Express game to involve 100% of staff and students to participate in this learning experience. Oxnard Union Express has a series of tasks that each participant has to complete. Participants must upload specific evidence that they have completed each task. Learning Design Coaches from our district office inform teachers in each area of the conferences and professional opportunities available to them. OUHSD encourages teachers and staff to attend Oxnard CUE.</p> <p>Prior to the 2021-2022 school year, OMCHS would send a team of teachers to AVID Summer Institute. Four out of the six current teachers in the school are AVID trained. The plan is to have a team of teachers attend the AVID Summer Institute during the Summer of 2022 to ensure that 100% of the teaching staff and the Counselor are AVID trained.</p> <p>During the summer of 2021, Oxnard Middle College teachers participated in 8 days of professional development. Three days at the end of the 2020-2021 school year and 5 days prior to the beginning of 2021-2022. All staff members are encouraged to take advantage of additional professional development opportunities outside of designed PD times. Our district is very supportive of teachers and staff attending conferences and educational opportunities</p> <p>At OMCHS all faculty work toward a common professional learning goal as well as an individualized goal. Teachers and Counselors reflect on these goals at set intervals during Friday collaboration meetings.</p> <p>A4.3 Measurable Effect of Professional Development on Student Learning</p> <p>New teachers participate in an orientation specially designed for new teachers in our district. At the beginning of each school year, all faculty and staff are required to sign off on receipt of board policies. The Instructional Support Services Department monitors and regularly updates all materials to ensure alignment with the curriculum and the standards. Core subjects have newly adopted textbooks and each contains a robust Learning Management System (LMS).</p> <p>OMCHS' commitment to continuous and relevant professional development is reflected in the weekly school schedule. Late Start Friday is utilized for Faculty meetings and staff collaboration where teachers and staff share best practices and analyze data.</p>	<p>days 2021 Collaboration Calendar</p> <p>Oxnard Union Express</p> <p>Ongoing professional Learning reflection from one of the teachers</p> <p>OMC A - G Data</p> <p>Principal's Data</p>
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<p>The School Site Council reviews and oversees the development of the Single Plan for Student Achievement (SPSA) over the course of the school year. Student achievement data and other pertinent data such as YouthTruth survey data and California Student Survey are reviewed with the School Site Council. Student achievement data is also reviewed by teachers during collaboration time and faculty meetings. The faculty and staff are very proactive and often informal meetings are held to discuss individual student needs.</p> <p>The Principal meets with the Superintendent on a regular basis to review student achievement data, attendance data, and other student data to review the needs of the school.</p> <p>A4.4 Supervision and Evaluation</p> <p>Teachers can expect to be visited regularly by the principal during Walkthroughs. OMCHS utilizes a walkthrough form that was designed with teacher input. Teachers are also visited by the Superintendent during his regularly scheduled school visits. Teachers selected common practices that are implemented consistently and reflected in the walkthrough data.</p> <p>New teachers have the opportunity to observe other teachers at the school and also at other schools if requested as part of teacher induction. New teachers are also provided a coach that meets with them, conducts classroom observations and provides extra support as needed.</p> <p>The district's evaluation form is inclusive of all teaching standards: domain six has a focus on developing as a professional educator. This form serves as a rubric for teachers and administration to continue improving and reflecting on the implementation of best practices in the classroom.</p> <p>For every teacher on cycle for observations and evaluation (TASP), there is an option of having an administrator come in and evaluate teacher performance. TASP (Teacher Assessment and Support Program) is a dynamic evaluation process, based on ongoing inquiry, data gathering, and reflection. Directly connected to the standards for the teaching profession, TASP allows for professional, collegial interaction to promote the growth and development of new and veteran teachers. The goals are as follows:</p> <ul style="list-style-type: none"> • To improve instruction • To maintain and exceed professional standards • To benefit students and teachers • To promote ongoing significant professional growth <p>All teachers have the opportunity to self-assess on a continuum</p>	<p>2021 Student Grade Reports</p> <p>TASP Walkthrough Form</p> <p>Walk Through Data</p>
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<p>of teacher abilities to determine a baseline for professional growth through the TASP process. Once tenured teachers have determined which areas they would like to focus on, they have four options for evaluation:</p> <ol style="list-style-type: none"> 1. Partner 2. Portfolio 3. Administrative Choice 4. Administrative Mandated (New Teachers Only) <p>A4.5. Communication and Understanding of School Policies and Procedures</p> <p>OMC staff utilizes various systems of communication to share vital information with all stakeholders. Information on district policies and procedures, school-wide operations, and processes are shared with staff, students, and parents/guardians via emails, ParentSquare, ParentVue, StudentVue, face to face, meetings, parent meetings, and the school website. The School Accountability Report Card(SARC), Policies, guidelines, handbooks, calendars, announcements, and documents are posted on the school website, easily accessible to staff, students, and parents. The summer mailer is also posted on the website, accessible to students, teachers, parents, and the community. The administration is committed to an open-door policy and they are easily accessible to staff, students, and parents as needed.</p> <p>The employee handbook contains all necessary information for teachers, including district policies. OMCHS has a shared drive where teachers and staff maintain important school data such as master schedules, student data, calendars, and other information.</p> <p>Teachers and Counselors maintain frequent communication with parents and students. Teachers are the first to contact parents via ParentSquare or by phone to inform parents or guardians of students' progress. Teachers inform our counselor or the student wellness specialist to follow up in case the student needs extra support. Teachers use CANVAS and students and parents have access to log in and monitor student progress and view progress on class assignments and teacher feedback. Parents and students also have access to ParentVue or StudentVue applications, part of SYNERGY, the Student Management System, that provides parents access to view students' schedules, grades, attendance, discipline, and progress on graduation requirements.</p>	<p>SARC</p> <p>Website</p> <p>Employee Handbook</p> <p>Parent/Student Summer Mailer</p> <p>ParentSquare data</p> <p>Calendar with Faculty meetings</p> <p>StudentVue Data</p>
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A5. Resources

Findings	Supporting Evidence
<p>A5.1. Resource Allocation Decisions</p> <p>Resource allocation at OMC is a collaborative process. The School Site Council collaborates and discusses the allocation and budget of the Single Plan as part of the annual review, monitoring, and approval of our Single Plan for Student Achievement (SPSA). The membership of the SSC includes representatives of parents, students, teachers, and school staff, all of whom are elected by their peers. The composition of the SSC ensures parity between school representatives and parents' and students' representatives.</p> <p>The District allocates extra resources for all students and school community needs in the LCAP plan. The school's SPSA is aligned with the district's LCAP plan. Teachers, students, and parents are involved in the allocation of resources at the district level via the community LCAP meetings. OMCHS invites a team to represent the school to attend all LCAP community meetings. This process ensures leadership and staff involvement in resource allocation decisions.</p> <p>A5.2. Practices</p> <p>Each year schools are provided budget allocations from the district's fiscal department. We are provided categorical (restricted) and non-categorical budgets (unrestricted). Schools receive funding based on student enrollment and the number of various student groups at the school. The Title I budget is shared and discussed with the school site council. The school site council then approves the allocation of Title I funds. The principal is allocated a budget for basic school needs. This budget is utilized on basic school expenses such as instructional classroom materials. All other expenses are paid by different district funds. OUHSD does an excellent job of monitoring, communicating, and ensuring all funds are spent appropriately according to state and federal laws. As part of our annual SPSA process, each dollar is budgeted in accordance with site needs, school site council, and school board approval.</p> <p>A5.3. Facilities Conducive to Learning</p> <p>OMCHS maintains a safe, clean and orderly environment that is conducive for students' learning and development. The facilities of OMC meet the needs of our student body. Our facilities are maintained by a</p>	<p>SPSA</p> <p>LCAP Community Meeting agenda</p> <p>LCAP</p>

full-time on-site custodial staff and if maintenance is needed we work in collaboration with our district maintenance department and Oxnard College maintenance department depending on the specific need. Each classroom this year was provided with an air scrubber to ensure that the air is filtered during class time. Masks are also available to students and hand sanitizer is available in all classrooms. Our school is reviewing the possibility to expand the facilities for OMC to one extra classroom to be used as a Wellness center for students. Our school is also working with Oxnard College to use the PE facilities on a regular basis for our students.

A5.4. Instructional Materials and Equipment

The district office and Instructional Support services office provide access to textbooks and ancillary materials. The Williams Act requires that all students are provided with appropriate instructional materials and resources. Our school reviews the textbook inventory and if needed requests extra student textbooks. OMCHS creates an open PO to purchase college textbooks for all students for their classes with Oxnard College. Each student is provided with a laptop and hot spots are available to all students that need one. If there is a technical issue, students and staff can contact the IT help desk. Each classroom this year was equipped with an interactive TV and each classroom has been equipped with a computer device for teacher use and each teacher is provided with a laptop.

A5.5. Resources for Personnel

OUHSD works closely with schools to ensure all vacancies are filled in a timely manner for both certificated and classified positions. Each new hire is provided training which provides them the resources and knowledge to start their new position. New teachers engage in a three-day program prior to the beginning of school. OUHSD also offers new teachers access to teacher Induction to clear their credentials.

All Counselors are provided quarterly meetings to keep informed of updates and Mentor Counselors meet once a month. Additionally, Counselors have access to different professional learning opportunities to stay informed of current practices with Universities and community colleges and they have access to attending other conferences by request.

SWS is provided with training on Social Emotional support and current practices to guide their practice.

Classified personnel at OMC meet regularly to share best practices. Our district also schedules monthly meetings with classified staff. During these meetings, the agendas are inclusive of topics that support the employees in their practice.

Summary of Supporting Evidence:
OMCHS Vision and Mission
OMCHS Schoolwide Learner Outcomes
Youth Truth Data
CoVitality Data
District LCAP
Oxnard Union Administration and Board
Uniform Complaint Procedures
Summary of OMCHS School Data
School Plan for Student Achievement
Staff Profiles
Professional Development and Learning Opportunities
Professional Learning Reflection Sample
TASP (Evaluation Form)
School Policies/Procedures
SARC, including Instructional Materials

Areas of Strength: Organization
<ul style="list-style-type: none"> • Administration and Counselors maintain an open-door policy that supports the prompt resolution of conflicts. • OMC formed and started officially meeting with a leadership team composed of three teachers, one Counselor, and one Classified employee during Semester 2, 2021-2022. • Oxnard Middle College teachers are offered many opportunities for high-quality professional development, which has a positive impact on teaching and learning. • Oxnard Middle College has a clear vision that is communicated regularly to all stakeholders

- Schoolwide Learning Outcomes are reviewed and evaluated by staff on a regular basis
- Administration, Parents, and Students participate during the school's yearly Board updates, student recognitions, and student presentations to the Board.

Areas of Growth: Organization

- Continue improving on effective processes to ensure the involvement of all stakeholders in the refinement of the schoolwide learning outcomes.
- There is a need for continued growth in the structure of internal communication and planning as we grow as a school.
- There is a need to continue strengthening the articulation process with Oxnard College.

Category B: Curriculum

B1 Rigorous and Relevant Standards-Based Curriculum

Findings	Supporting Evidence
<p>B1.1 Current Educational Research and Thinking</p> <p>OMCHS faculty take pride in providing an effective, relevant, coherent, and rigorous curriculum based on current educational thinking that supports academic standards. Teachers are offered ongoing AVID training as well as professional development inside and outside of the district, all of which are based on current educational research. The focus on AVID PD and strategies across disciplines helps to create a coherent program in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). In addition, the English and Math teachers maintain memberships in content-specific organizations that provide training and information in the research-based curriculum (California Association of Teachers of English, Computer Using Educators, National Council of Teachers of Mathematics.) The PE teacher collaborates with other physical education teachers across the district to create rigorous lessons that support the academic standards. All subject areas in Oxnard Union are supported by the Learning Design Coaches for respective areas.</p> <p>B1.2 Academic and College/Career Readiness Standards</p> <p>OMCHS teachers are highly qualified in their subject areas and create lessons that meet or exceed the Common Core Standards. In the core areas of English, Mathematics, Social Science, and PE, we monitor progress to the standards with a careful ongoing examination of student work samples as well as CAASPP interim assessments, summative assessments, and PFT data (2018-19 data available, PFT requirement suspended due to COVID 19 during 2019-20 and 2020-2021). AVID monitors college and career readiness</p>	<p>Professional Development and Learning Opportunities</p> <p>CAASPP Data</p> <p>PFT Data</p>

<p>through a defined program of WICOR (Writing, Inquiry, Collaboration, Organization, Reading), tutorials, and focused notes.</p> <p>B1.3 Congruence with SLOs</p> <p>Teachers, Counselors, and the Principal evaluate classes, activities, and programs for congruence with the Student Learning Outcomes at least once per year. The teachers self-assess after reviewing student work samples and grade book data as well as student self-assessments on the SLOs. Student data can be found here and teacher data can be found here. Teachers and staff discuss the findings and areas of improvement. Teachers also evaluate our assignments for common core standards. We discuss this data through built-in collaboration time.</p> <p>B1.4 Integration Among Disciplines</p> <p>Because we are a small campus, we have focused on integration among disciplines in both content delivery and educational technology. In content delivery, the teachers made an agreement in 2019, to focus on similar agenda layouts in each class, academic vocabulary instruction, and AVID-style focused notes. These common practices have been continued and used as a discussion topic during teacher collaboration as well as an indicator during instructional walk-throughs. All teachers in different disciplines also adopted a new framework for equitable grading during 2021-2022. Equitable grading is an area that we will continue to gather data and reflect on our practice.</p> <p>B1.5 Community Resources and Articulation and Follow-up Studies</p> <p>OMC staff has developed partnerships with community organizations in order to offer extra resources and support to students. The partnership with Oxnard College is essential for our students. This year 2021, our Counselor has built a partnership with BRITE(Building Resilience and</p>	<p>SLO Student Data</p> <p>SLO Teacher Data</p> <p>Common Agendas</p> <p>Focused Notes Samples</p> <p>AVID Program</p> <p>Instructional walkthrough data</p> <p>Articulation Flyers</p>
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<p>Inclusion Through Engagement) to bring extra services to our students. Our students have access to after school programs such as Pre-Engineering, Global Trade, and Logistics, and Robotics, DRAGG and Pre-Law Academy. These opportunities are in partnership with our district's CTE department and available to all students in our district. Articulation with Jr. High Schools occurs every spring when the counselor and principal provide information nights, make class visits, and participate in articulation meetings to inform staff from partner schools, 8th grade students and their families about the opportunities at OMC. Current OMC students help with this effort, telling soon-to-be peers about their experiences in the dual enrollment program.</p> <p>Articulation with the community college happens initially before Freshmen or transfer students begin OMCHS. Students enroll in the college with the support of the high school staff. Each semester OMCHS students are given a special dual enrollment date for Oxnard College. The process of enrolling students at the college, clearing students for classes, scheduling students for classes during the school day is an ongoing process.</p>	<p>Global Trade Flyer</p> <p>Pre Engineering Flyer</p> <p>Sequence of Courses</p> <p>Community College Unit Completion Data</p>
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B2. Equity and Access to Curriculum

Findings	Supporting Evidence
<p>B2. 1 Variety of Programs- Full Range of Choices</p> <p>The high school program at Oxnard Middle College offers a standard sequence of classes to all students. OMCHS partners with other Oxnard Union high schools to offer students options at other campuses like Mariachi, Mock Trial, Drill and Dance. At OMC, AVID engages students in many extracurricular projects that include variety and choice including Lions Club speech contests, AAUW, CAUSE, MICOP, Reagan Foundation, Museum of</p>	<p>Data on Student Participation in Co-Curricular</p>

Ventura County, Social Justice Fund of VC, Diversity Collective, NAMI, Resource Conservation District, Food Share, Poetry OutLoud, SEEAG, and more. On a scale of 1 to 10, with 1 being strongly disagreed and 10 strongly agreeing, Middle College students rated the statement, “I have access to a full range of educational opportunities” with an 8.4 in the spring of 2021. We have expanded opportunities during the 2021-2022 school year and look forward to surveying students again this spring. Currently about 70% of our students are participating in extracurricular activities.

B2.2 Accessibility of All Students to Curriculum, including Real World Experiences

At OMCHS, we focus on including real-world experiences across the curriculum. In English classes, students read about current issues in social media, civil rights, equality, the economy, and other topics. They write arguments, narratives, responses to literature, and memoirs to advocate for themselves and others as well as to communicate with authentic audiences. AVID in years 1 and 2 focuses on learning practices that will lead to college and career success, including career awareness and preparation, as well as gaining real-world experience. AVID students practice critical reading, inquiry, and writing that often includes real-world applications, such as critically thinking about problems in our community, working in groups of students with similar interests, writing proposals, and implementing them to make a difference in those areas (e.g., nutrition awareness, the environment, caregiver respite, support for seniors). AVID 3 and 4 focus heavily on college awareness and applications (college research, majors/careers, participating in fairs and visits, writing essays, FAFSA, testing), while practicing and fine-tuning the practices built-in AVID 1-2. Math classes complete real-world application through performance tasks that require applying math concepts to real-world situations and require them to go beyond the conceptual application to describe and justify their work. In Math

[Evidence Site](#)

[Counseling
Activities
Calendar](#)

[Teacher
Collaboration
Schedule](#)

<p>class discussions regarding real-world applications occur where possible. For example, last year students discussed the use of exponential and logarithmic equations in the fight against COVID. Physical education discusses the importance of health and wellness for life and proper lifting techniques for real work situations. Students also learn about basic infectious disease prevention measures (crucial to ensure a healthy life). Social Science students discuss case law that will impact their real lives and participate in meaningful simulations that help illustrate concepts from the classroom.</p> <p>B2. 3 Student-Parent-Staff Collaboration</p> <p>There is plenty of opportunity for Student-Parent-Staff collaboration at Oxnard Middle College. The dates for parent meetings for the year are shared before the beginning of the year in the Summer Mailer. Reminders are also shared via ParentSquare before meetings and dates are posted on the school calendar on the school's website.</p> <p>For our incoming students and families, we host an orientation where we share the middle college 4-year plan of study. We provide information on the optional summer courses students will take. We also provide support for helping students enroll in their classes and provide an overview of Canvas, the learning management system used by OMCHS and Oxnard College.</p> <p>Information and updates are provided to parents during School Site Council and ELAC meetings. Student achievement data is shared and reviewed and parents and students provide input and advice on how to continue providing student services to best meet the needs of the students.</p> <p>Our counselor and principal host "Coffee with the Counselor" in both English and Spanish where various topics are discussed such as the A-G requirements, graduation requirements, different systems of higher education (CSU's, UCs, private universities, community colleges, trade schools), and how families can support their students in their high school and college</p>	<p>Summer Mailer</p> <p>Information for Parents/Students -Presentation</p> <p>Orientation Information</p> <p>Parent Meeting Dates 2021-22</p> <p>Coffee with the Counselor -Presentation</p>
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<p>courses. In addition, parent and student nights are hosted to provide support on the college admissions process and FAFSA/CADAA applications.</p> <p>B2. 4 Post High School Transitions</p> <p>Oxnard Middle College provides ample support to students in the process to transition to college and career and other postsecondary high school options. In the AVID class students benefit from presentations from guest speakers that provide information to students of the benefits of their career choice and other important information related to their career. Information to students on careers is also made available virtually. Our counselor has invited college counselors to make presentations to students in person and online about the different college systems. Our Counselor was available to provide class presentations and individual meetings with students and parents to answer questions relating to college and career readiness.</p> <p>Parents and Student information nights were also hosted to guide students on completing their FAFSA/CADAA application. In partnership with the Office of Financial Aid from Oxnard College several counselors were available to guide students step by step in completing their financial aid applications during November of 2021.</p> <p>Scholarship information is being shared with students on a regular basis through the counselor's college and career site as well as through the students' AVID classes. The counselor sends communications to students through CANVAS, updating students about scholarships and other opportunities.</p> <p>Since the class of 2022 will be our first graduating class, we are beginning the process of setting up communication strategies to monitor post-high school student success.</p>	<p>12th Grade Parent Night 2022 Presentation</p> <p>College and Career Site</p>
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Summary of Supporting Evidence:
Professional Development and Learning Opportunities
AVID Program
CAASPP Data
SLO Student Data
SLO Teacher Data
Common Agendas
Focused Notes Samples
Articulation Flyers
Community College Unit Completion Data
Data on Student Participation in Co-Curricular
Counseling Activities Calendar
Teacher Collaboration Schedule
Sequence of Courses
Evidence Site

Areas of Strength: Curriculum
<ul style="list-style-type: none"> ● Oxnard Middle College teachers collaborate to use common strategies that benefit student learning, which include: a common agenda, vocabulary instruction, WICOR, and focused notes. These common practices are strengthened and facilitated by regularly scheduled collaboration time. ● Accelerated learning to prepare students for college work in Mathematics and English ● Summer school option for incoming freshmen ● Curriculum and instructional practices that address the whole student (academic, socio-emotional, college and career preparedness, enrichment, and support) ● Flexibility via college coursework for students to pursue individual academic interests
Areas of Growth: Curriculum

- There is a need to continue to implement and reflect on common equitable grading strategies.

Category C: Learning and Teaching

C1 Student Engagement in Challenging and Relevant Learning

Findings	Supporting Evidence
<p>C1.1. Results of Student Observations and Examining Work</p> <p>Teachers meet each Friday in collaboration time to discuss observations of student work and to plan for support of individual students as well as instructional groups. One of the fruits of this collaboration has been common instructional practices around vocabulary instruction, agenda creation, and focused note-taking. Our principal conducts instructional walk-throughs to observe students working and collect data on the common instructional practices. In AVID, students engage in a process of analyzing their focused notes from all classes, and the AVID teacher reports back to the collaboration about the trends to inform our practice. Additionally, all students create digital portfolios of work samples from each class (high school and college) as a way to collect, reflect, and recollect on their own work. Each spring, we have an Open House in which students share their digital portfolios with their families and support adults with a reflective process about their strengths and areas of growth. When students were asked to what extent they met the SLO: “In my high school classes, I have opportunities to think critically, solve problems, evaluate data, and participate in inquiry-driven learning,” they rated their classes an 8.6 out of 10.</p> <p>C1.2 Student Understanding of Learning Expectations</p> <p>Each teacher creates a course expectation handout that communicates the standards and expected performance levels for each area of study. Additionally, teachers give students ongoing feedback on their progress toward the course standards through digital comments, verbal conferences,</p>	<p>Evidence Site</p> <p>Walkthrough Data</p> <p>Teacher Collaboration Schedule</p> <p>Common Agendas</p> <p>Focused Notes Samples</p> <p>Student Digital Portfolios</p>

the communication tools in our LMS, Canvas, and the grades in our SIS, StudentVUE.

C2 Student-Centered Instruction through a Variety of Strategies and Resources

C2.1 Teachers as facilitators of learning

Teachers facilitate learning as coaches in-person and with integrated technology. In English, students are often seen writing essays alongside the teacher with google comments in the side margin during the writing process to give actionable and individual feedback to improve their skills. In English, students also participate in TQE discussions, which are Socratic Seminar-type discussions in which the teacher facilitates critical questioning and evidence-based dialogue. In Math, students use Kami and Desmos to complete performance tasks that require critical thinking and the use of mathematical concepts in an unfamiliar context. AVID teachers facilitate Socratic Seminars and Philosophical Chairs as well as Tutorials, which are all strategies that develop deep critical thinking, communication, and collaboration skills, while the teacher facilitates. In PE students used an electronic workout log during distance learning that they filled out each week, allowing them to see their progress and adjust workouts in order to meet their own physical fitness goals. In-person students track fitness through discussion and teacher check-in.

OMCHS has been a one-to-one laptop school since our inception and we have integrated technology as a means to help students meet the standards by communicating, collaborating, thinking critically, and creating representations of their learning. During the 2020-2021 school year, we were 100% distance learning for 3 quarters of the year and hybrid for the 4th quarter. As such, we had the opportunity to increase our tech integration. Our most common tech integrations include the google suite (docs, slides, sheets, etc), puzzle, padlet, pear deck, parlay, kami, Big Ideas,

[Evidence Site](#)

[Evidence Site](#)

[Student SLO Data](#)

[Faculty SLO Data](#)

[Student Digital Portfolios](#)

<p>Web Assign, Listenwise, and Canvas. We use these tools to engage students in creating representations of their learning and also to differentiate the curriculum with dignity. For example, in google docs or slides, teachers paste sentence stems in private comments for the documents of our English Learners, students with IEPs or 504s, and/or any other student that needs language support. Using the pear deck, we can get immediate formative feedback from the group as well as individual students to inform our instruction and give in-time support. In an edpuzzle, we can allow students rewatch an instructional video with captions as much as needed to understand the concept. In Kami math performance assessments, the teacher can add individual feedback to each student's document to give each student a chance for revision to meet the standard.</p> <p>When students were asked to rate their classes on the SLO: "In my high school classes, I use technology to access credible sources and create representations of learning," they gave an overall rating of 9.1/10.</p> <p>C2.2 Creative and Critical Thinking</p> <p>Students demonstrate creative and critical thinking in each class. Teachers in core areas at OMC involve students in project-based learning experiences. In AVID, students do projects that involve creativity (Costa's Level 3), such as The Getty Challenge, Shared Slide Decks with design elements, Gratitude Challenge, Poetry Writing, Project Proposals, etc. These are typically longer-term projects that involve lots of steps and support along the way, including critical analysis of others' work. In English, each week, students create a piece of writing that takes creative critical thinking. They discern the credibility of sources to include and include rhetorical strategies to move their audiences. During each unit, students are given a choice board to create a project to demonstrate their skills in that unit. Project choices include creations like infographics, comics, videos, spoken word poetry recitations, etc. In PE, students think</p>	
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<p>critically about their health and wellness, making choices about how to adapt exercises, recipes, and practices to their individual needs. In math, students analyze data to think critically about the ways in which math impacts their daily lives and also about the way math is communicated in the media. They create models to express their findings. In social science, students create graphs, slides, posters, and other creative expressions of their critical thinking with those courses. When students were asked to what extent their classes meet the SLO: "In my high school classes, I express myself through a variety of media for a variety of purposes," they rated their experience a 7.9/10.</p>	<p>Evidence Site</p> <p>Student SLO Data</p> <p>Faculty SLO Data</p> <p>Student Digital Portfolios</p>
<p>C2.3 Application of Learning</p> <p>OMCHS students have the opportunity to apply the knowledge they build in classes directly in the classroom as well as in the program as a whole. Students apply the reading and writing skills built in 9th and 10th grade English at a higher level within high school English and in their college social science, humanity, and English courses. The skills that students build in math are applied at a high level within high school math and also in community college math and science courses. They extend learning opportunities through co-curricular programs like speech/essay contests and Poetry Out Loud. For AVID, Inquiry is a key component of the WICOR foundation. Students explicitly practice Costa's Levels of Thinking in activities. For example, "We presented our Gratitude Challenge projects from a Level 1 perspective last time - what's on the page. This time let's see if we can present from a Level 2 perspective - between the lines - drawing conclusions, talking about the experience itself, comparing and contrasting..." Students practice Philosophical Chairs, writing and implementing project proposals, analyzing and creating rigorous and relevant texts, and supporting each other through Tutorials.</p>	<p>Evidence Site</p> <p>Student SLO Data</p> <p>Faculty SLO Data</p> <p>Student Digital Portfolios</p> <p>Student SLO Data</p> <p>Faculty SLO Data</p> <p>Student Digital Portfolios</p>

C2.4 Career Preparedness and Real World Experiences

All students have access and are engaged in career preparation. As part of the school-wide AVID and academic enrichment program, students take career and interest surveys, write resumes, cover letters, and letters of recommendation for peers, complete sample job applications, do financial literacy units, draft responses to common interview questions, and practice interviewing each other one-one and in panels. Through AVID, the teacher presents and posts local volunteer, internship, and job skill opportunities weekly in class (e.g., Westminster Free Clinic, Fresh Films, Labkovski Project Docents, The Civic Center, public speaking). Many students participate in these opportunities ([Data](#)). Some students meet with the AVID teacher for individualized experience opportunities such as job shadowing in their areas of interest. Clubs on campus like Griffin Guild, GSA, Wellness, Art Club and Latinx Vision STEM Club, Peer to Peer Advocates, Chess Club, and Yearbook incorporate career readiness skills such as organization, leadership, planning, building networks, and partnerships, creating agendas, and running meetings, working with communities, marketing, STEM, video production, etc. Some students participate in CTE & CEC opportunities such as Global Trade & Logistics and Medical Assistant programs.

[Student Extracurricular Participation](#)

Summary of Supporting Evidence:
Teacher Collaboration Schedule
Counseling Activities Calendar
Student Digital Portfolios
Student Extracurricular Participation
Student SLO Data

Faculty SLO Data
Common Agendas
Focused Notes Samples
Walk Through Data

Areas of Strength: Learning and Teaching
<ul style="list-style-type: none"> • Teacher Collaboration has remained a constant at Oxnard Middle College. This allows teachers to work together to target interventions, communicate about school business, create common practices, and develop a collegial workplace. • Each Oxnard Middle College student creates a digital portfolio of their work over 4 years, which includes reflections on their growth in skills. This serves as a place for students to self-assess and monitor progress on their goals. • All teachers incorporate reflective and metacognitive practices with students
Areas of Growth: Learning and Teaching
<ul style="list-style-type: none"> • There is a need to continue offering students increased opportunities to express themselves through a variety of media for a variety of purposes. • There is a need to continue creating systems to collaborate with counseling in common strategies through academic enrichment to support student academic and social-emotional success.

Category D: Assessment and Accountability

Findings	Supporting Evidence
<p>D1 Reporting and Accountability Process</p> <p>D1.1 Professionally Acceptable Assessment Process</p> <p>The school uses Synergy as a student information system. This is the grading and attendance platform used by every teacher. Grades, class schedule, course history, and attendance are available to parents through ParentVue. The grade reporting calendar allows teachers to provide parents with a progress report sent home every five weeks. Teachers collect data from a variety of sources to monitor student progress. These include CAASPP interim and summative assessment block results, PSAT 9 data, and class assessments, both formative and summative. English and Maths teachers carefully review student work and the district's benchmark (interim block assessment) to evaluate progress towards mastery of the common core standards.</p> <p>All teachers use Canvas as the learning management system to post assignments, collect formative and summative work samples, and provide feedback. Canvas also integrates with edtech tools to check formative progress. During the 2020-2021 school year, all of the OMCHS teachers made the agreement to switch to Canvas instead of Google Classroom or a combination of learning management systems in order to streamline communication and assessment. Canvas is also the LMS used at Oxnard College. Canvas and Synergy sync to mirror the grades for parents in ParentVUE. Teachers made a common agreement to post agendas for the week by Monday morning so that support classes like academic enrichment can help students construct time management plans. Teachers have access to students' cumulative folders to check on prior progress. Synergy allows any teacher to see students' grades in all classes.</p>	<p>CAASPP Data</p> <p>PSAT Data</p> <p>Common Agendas</p> <p>Parent Survey Data</p>

<p>English Learners are tested each year using the ELPAC assessment and the data is used to reclassify when appropriate as well as support all English Learners and newly reclassified students. Support classes like AVID and academic enrichment help students monitor progress in high school and college, keeping the counseling staff and families informed when needed.</p> <p>After progress reporting periods, teachers and administration meet and/or email to review grading data and any student with Ds and Fs are scheduled for a parent conference or student success team meeting (SST). The SSTs are designed to serve as a formal plan for supporting each student. Additionally, during academic enrichment, students will regularly meet with teachers to go over high school and college grades. They discuss areas for improvement as well as assist the students in making a plan that will help them improve in their classes. Prior to the Covid-19 pandemic, the Counselor was meeting with students every 4 weeks to do grade checks, this was a regular student check-in that took place in AVID or Academic Enrichment. During the pandemic, student check-ins were targeted towards supporting students who were struggling in distance learning. During 2020-2021 our counselor collaborated with teachers, specifically the academic enrichment teachers to determine which students needed extra support. Our counselor also reviewed data from grading periods and final transcripts of both OMCHS and Oxnard College. During 2020-2021, we also had a counseling intern who ran a 9th-grade academic intervention.</p> <p>In 2021-2022, we continued supporting students through weekly planning and grade checks in academic enrichment. We also collaborated on a spreadsheet that helped the counseling department check-in with students who were struggling with a course or personal situation. The shared spreadsheet, teacher emails, and grade/test data are all used to inform our interventions at a teacher and counseling level.</p>	<p>ELPAC Data</p> <p>Counseling Activities Calendar</p> <p>Teacher Collaboration Schedule</p>
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<p>Prior to the 2020-2021 school year, the Oxnard Union High School District and Oxnard Middle College offered the PSAT to all 9th-11th graders and the SAT to all 11th-12th graders during the school day on campus each year. Our current district practice has shifted to offering the PSAT for free to interested 11th grade students. The test is proctored during the school day. Based on PSAT participation, we are also able to offer fee waivers to students for a Saturday administration of the SAT.</p> <p>D1.2 Basis for Determination of Performance Levels</p> <p>During the spring of 2021, teachers met to begin a new, common, equitable grading system to determine student performance levels. After reading Feldman’s <i>Grading for Equity</i>, participating in multiple professional development opportunities, and discussing the new board policy (5121) around grading, teachers committed to a uniform set of practices for the 2021-2022 school year. All teachers are using a 4 point rubric scale to determine student performance on the standards. 4 means that the student work exemplifies the standard, 3 means the student work meets the standard, 2 means the student work nears standard, 1 means the student work does not meet the standard, and 0 means there is no evidence of the standard. Teachers also agreed to a standard grade range after discussion: A (3.67-4.0), B (2.67-3.66), C (1.67-2.66), D (.67-1.66), F (0-0.66). Additionally, teachers agreed to allow retakes/redos and grade only on the standards without behavior indicators. This was a major shift in our practice that we are still reflecting on. We are currently collecting data to evaluate the effectiveness of this strategy as part of our action plan.</p> <p>D1.3 Monitoring of Student Growth</p> <p>Each teacher has set a policy regarding assessments. These assessment policies are discussed in collaboration. Additionally, student growth toward the standards and college/career indicators are monitored</p>	<p>PSAT Data</p> <p>Board Policy 5121</p>
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through ongoing reflections in each student's digital portfolio. We believe our assessment practices have been successful, yielding the highest A-G completion rate in the district.

In mathematics, teachers use collaborative and individual tests to see if there are concepts that need to be retaught. The mathematics teachers allow students to retake all tests following a remediation to ensure student mastery. The mathematics teachers also have regular office hours for students who need additional support.

In English, students create a [Progress Tracking document](#) that outlines the key standards for the course. Students reflect on their mastery of those standards and provide evidence to support their skill level in each area over time. The English teacher offers office hours for students to receive additional reading and writing support. Students are able to redo writing assignments based on feedback in order to reach mastery. The English teacher also analyzes the feedback data on student assignments to create mini-lessons, which address needed areas of growth.

In AVID, students and teachers monitor college and career readiness indicators, such as grades, extracurriculars, community involvement, critical reading/writing skills, collaboration inquiry, organization, and study habits. When assessments on these indicators show areas of weakness, AVID teachers plan lessons to address student needs. The AVID teacher also uses assessments to evaluate areas of strength to continue reinforcing the objectives of the program. AVID and content teachers attend summer institutes as well as ongoing Professional Development in the AVID strands.

In academic enrichment, all students complete a weekly planner, where they plan assignments for the week. The students also turn in a weekly grade check which allows for the student and the teacher to assess and make improvements where they see necessary. This is a common practice for all teachers of academic enrichment.

[A-G Completion Data](#)

[Evidence Site](#)

[Grade Check](#)

<p>In social science, students complete a variety of types of assessment in order to show a well-rounded understanding of key concepts and real-world applications.</p> <p>D1.4 Assessment of Program Areas</p> <p>In partnership with district leadership, the school leadership and instructional staff, periodically assess programs, expectations, and policies. Student achievement data is reviewed periodically in order to determine if changes need to be made. The PE and Math teachers attend district department meetings to be a part of the process of school and district review of departmental instructional programs. These meetings review course descriptions, grading policies, instructional materials, and academic professional development. In addition, content lead teachers coordinate with district leadership to facilitate initiatives at OMC.</p> <p>D1.5 Schoolwide Modifications Based on Assessment Results</p> <p>We use assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. For example, assessment data is used to make decisions about the sequence of courses, the areas of specialization for academic tutors, and topics for counseling presentations to students and parents. Student, staff and parent survey data is also used to determine students' needs. California Healthy Kids survey and YouthTruth survey results are analyzed to decide student services needed, such as the services provided by the Student Wellness Specialist. Professional development is also driven by data, which is discussed in Friday collaboration meetings.</p>	<p>District Curriculum Committee Meetings Calendar</p> <p>Counseling Activities Calendar</p> <p>Teacher Collaboration Schedule</p>
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<p>D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom</p> <p>D2.1 Demonstration of Student Achievement</p> <p>Teachers use analysis of formative and assessments and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p> <p>In English, each unit has 4 writing cycles with increasing weight and continuous feedback. Early cycles are treated as formative with personalized feedback and instruction depending on student needs in writing. Students are able to resubmit all cycles based on feedback, mini lessons, and reteaching.</p> <p>Math teachers use warm-ups, quizzes, and homework checks as formative assessment to drive daily instruction. Students are given feedback and teachers use this formative data to reteach, offer small group tutoring, and move forward with curriculum. Tests and projects are used for summative assessment, students are able to retake/resubmit based on feedback.</p> <p>AVID is a course that is primarily focused on habits of mind. In this course, teachers check practices of tutorial, note taking, collaborative work, writing, and inquiry on a regular schedule. Once the initial instruction has happened, regular feedback is personalized to move each student forward toward their goals.</p> <p>In social science, formative assessment data is collected through classroom observation, discussions, tech tools like pear deck, and other assignments. Social science courses also offer a flipped learning experience with concepts and primary sources explored through video and reading at home and reinforced through collaborative classroom experiences. These formative assessments drive instruction and inform preparation for summative assessments on the standards.</p>	<p>Evidence Site</p> <p>Student Digital Portfolios</p> <p>Evidence Site</p> <p>Student Digital Portfolios</p> <p>Student SLO Data</p> <p>Faculty SLO Data</p>
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<p>D2.2 Teacher and Student Feedback</p> <p>Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.</p> <p>All teachers use the LMS Canvas to give students feedback in addition to verbal feedback and in-class written feedback. AVID students work on project-based assignments with multiple check-ins that have descriptive feedback. They also work toward college and career goals with personalized, timely feedback and reteaching or individualized support as needed. The math department takes a student-driven approach, working through notes and then finding areas of confusion through a collaborative process. Students have time in class to work through problems and identify areas of struggle to work through with support. In English, students participate in repeated 2-week writing cycles with written and verbal feedback on their writing from the teacher and their consistent peer writing group. Students also learn to use tech tools and other strategies to self-assess writing for communication in any subject, career, or life project.</p>	
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Summary of Supporting Evidence:
CAASPP Data
PSAT Data
Student Digital Portfolios
Parent Involvement Calendar: SSC/ELAC

The Griffin Cup
Counseling Activities Calendar
Teacher Collaboration Schedule
Common Agendas
ELPAC Data

Areas of Strength: Assessment and Accountability
<ul style="list-style-type: none"> • Each student creates a digital portfolio over 4 years to collect, recollect, and reflect on their progress toward meeting the standards in every high school and college course. • All teachers use multiple forms for assessing student learning. • Interims- 1 per semester in English and Math 9-11 • ELPAC • All students have access to the SAT for free during 11th and 12th grade
Areas of Growth: Assessment and Accountability
<ul style="list-style-type: none"> • Agreed upon the basis for student grades (as of June 2021). • There is a need to continue to implement and reflect on common equitable grading strategies.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Findings	Supporting Evidence
<p>E1 Parent and Community Engagement</p> <p>E 1.1 Parent Engagement</p> <p>We implement different forms to involve parents in meetings, events and provide input. Communication with parents is mainly done via email and by phone. The administration, counseling department, and teachers send regular Parent Square messages, which are delivered in the home language of the recipient via email, app, or text. Office Staff also make regular phone calls home to communicate with families. The School Site Council and ELAC meet at least 5 times per school year to review the school site plans and discuss the needs of the school as well as parent input. The attendance rate for SSC is on average 10%. During the 2021-2022 school year parents formed the first PTSA at Oxnard Middle College. PTSA Leadership meets once a month. The Counselors and Principal host Coffee with the Counselor and provide 4 informational sessions to parents and students every year, these meetings are hosted in English and Spanish. The attendance rates to Coffee with the Counselor are on average 25%. Back to School Night and Open House are two events that are always well attended and are on average 50% attendance. These events provide the opportunity to parents to visit with teachers and see the work students are producing in their classes. Parents login regularly to check students attendance and grades into ParentVue.</p> <p>The counselors and administration conduct SSTs (Student Success Team) meetings as needed to support students who are struggling with academics or wellness needs. These meetings are held in-person or virtually, depending on the county health conditions and needs of families. Additionally, the counselor creates newsletters, emails,</p>	<p>ParentSquare Data</p> <p>OMC Parent Meetings Calendar</p> <p>Parent Participation Rates</p> <p>Parent Vue Activity Data</p> <p>Parent/Student Meeting Data-Synergy</p>

phone calls, and parent square messages to give families information and create avenues for two-way communication around student learning and wellness.

Teachers primarily communicate with parents through Back to School Night (Fall), Open House (Spring), Parent Square (announcements and private messages), and Google Voice. In addition, teachers post all information regarding class progress on our LMS/SIS and encourage parents to check in with their posts on Parent VUE and become observers on canvas.

All faculty take turns to create Friday weekly updates posted to the OMCHS website to keep families updated on the school news as well as what is going on in the classrooms.

E2 School Culture and Environment

E2.1 Safe, Clean, and Orderly Environment

During the 2019-2020 school year, the OMCHS classrooms switched locations on the Oxnard College campus, moving closer to the main office and creating a quad area for our small school. That transition helped to create an orderly campus environment for Nutrition Services, breaks, moving between classrooms, and communication with the office. During the same school year, a custodian was allocated to our school, which helped us maintain clean facilities, especially with the extra sanitizing needed during the pandemic. Prior to 2019-2020, our school facilities were being cleaned by Oxnard College custodial staff. Other upgrades to our safe, clean, and orderly facilities came in 2019-2021 when we were able to order student and teacher desks and chairs as well as office furniture and replace carpet with tile floors. In 2021-2022, classrooms received upgraded technology with touch screen computer boards, which replaced outdated projectors. One area for growth is the consistency of internet connectivity. We often face issues of wifi and

[School Map](#)

<p>hardwired connection outages as we work with Oxnard College to coordinate our tech needs. We are also looking to expand our capacity for student and program storage as we grow.</p> <p>For internet safety, and digital citizenship, each grade level participates in the district-wide digital citizenship program. During the 2020-2021 school year, this was a gamified program through allude, which taught students to act safely and responsibly online as well as using tech tools.</p> <p>Oxnard College is a very safe campus and has a police station in its campus with both sworn and non sworn employees. Oxnard College PD is located no more than 300 feet from the OMC area. They are highly visible and available every day both in person and over the phone. The Ventura County Community College District Police Department employs sworn peace officers who are vested with full arrest authority in the State of California pursuant to California Penal Code §830.32 and California Education Code §72330.</p> <p>Oxnard Middle College is required to maintain a safe school plan and to update the plan every year. The plan must be approved by the Board of Trustees and shared with students and staff. The plan is available to parents on the school's website. As part of the safety plan, we are required to do fire drills, lock down drills and earthquake drills. Additionally our district requires all schools in the district to conduct metal detector searches. Searches at OMC are done twice a month.</p> <p>The Oxnard Union High School District annually notifies its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.</p> <p>The OUHSD is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful</p>	<p>UCP Form</p> <p>Safe School Plan</p> <p>Metal Detection Log</p>
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discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP. The staff member, position, or unit responsible for receiving UCP complaints in our agency is the Assistant Superintendent, Human Resources Oxnard Union High School District. Copies of our Uniform Complaint Procedures process are available on the district's website.

E2.2 High Expectations/Concern for All Students

The school culture demonstrates caring, consent, and high expectations for all students in an environment that honors individual differences, social-emotional needs, and is conducive to learning. Each OMCHS Griffin works with the administration and counselor to create a personalized plan to move through the dual enrollment program in a way that meets their needs. While many students take a similar sequence of classes, others specialize in STEM, arts, or humanities. Some students aim for the IGETC or AA/AS, while other students look to make a mark in extracurriculars while taking as many transferable college courses as fit into their normal schedule. For each student, we hold high, personalized expectations and provide support and opportunities for them to thrive. We continue to improve in our capacity in this area with an increased number of counselors, office staff, and teachers.

We also support the social-emotional needs of our students. For the first 3 years of the program, this was a challenge with a 20% counselor who was only assigned to OMCHS on Fridays. During the 2021-2022 school year, we added a full-time counselor and a full-time student wellness specialist. The counseling team works with students to support them directly and to refer them to community resources as needed. During the last two years OMC has also been allocated 8 hrs per week of counseling support with a social emotional counselor for our students. This year a Social Worker was also approved to work 8hrs a

week with our students. The counseling team documents their annual activities in a [spreadsheet](#) to organize communication and future school years.

Teachers include SEL lessons into the curriculum. During the 2020-2021 school year, in response to the overwhelming need for social-emotional support for students during the pandemic, we created [The Griffin Cup](#). The Griffin Cup is an online game that OMCHS students play in mixed grade-level teams. The game modules are Tech Skills, School Spirit, Community, Academic Success, and Self-Care. Students participate in the activities in the game to earn points for their “House.” The Houses spell out the school acronym and our “Portrait of a Griffin”. House of **O**rganization, House of **M**otivation, House of **C**reativity, House of **H**onor, and House of **S**cholars. In addition to playing the game and winning points/prizes/intrinsic motivation and learning valuable wellness skills, students also met in their mixed grade-level groups each Friday for fun games, reflections, and SEL activities. This program is currently on hold due to funding and the availability of in-person services during 2021-2022 but may return in future school years depending on the need.

E2.3 Atmosphere of Trust, Respect, and Professionalism

The faculty and staff work together closely with trust, respect, equity, and professionalism. Teachers collaborate on tools, instructional strategies, and work with individual students. The counselors work closely with the classified staff and the teachers to communicate with students and parents in a respectful way. Because we are a small school, teaching assignments and job duties are mostly decided by credential or expertise area, but we discuss scheduling and responsibilities to ensure an equitable division of work to the extent possible.

<p>E3 Personal, Social-Emotional, and Academic Student Support</p> <p>E3.1 Academic Support Strategies for Students</p> <p>For students who need personalized support to meet academic needs, we use formal SSTs and teacher collaboration time in addition to in-class strategies to discuss students’ needs. On a regular basis, the administration and counselor review student progress toward high school graduation, which can result in an SST. The SST will bring together the school, student, and family to create a plan of action with specific goals to meet and a date for follow-up.</p> <p>In Academic Enrichment classes, teachers meet with students weekly to review their grades in high school and college classes. Grades are logged into a shared spreadsheet every 2 weeks so that all faculty members have the most updated academic data for all students in one place.</p> <p>All teachers post their weekly agendas by Monday, 8 am. As an assignment for Academic Enrichment classes, students read those agendas and write a plan for the week, which is due every Monday and checked by their Academic Enrichment teacher..</p> <p>During teacher collaboration time, teachers also discuss strategies that support individual and group academic needs. This can lead to an SST when we want to bring the family in to discuss our plans and ask for input. For many students, teachers working together on strategies to support individual academic needs helps students to improve within the school day without elevating the situation to an SST. Teacher collaboration also leads to discussion of the academic needs of students who are thriving and need to be accelerated in their sequence.</p>	<p>Weekly Agendas</p>
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E3.2 Multi-Tiered Support Strategies for Students

For students who need support focused on learning and social-emotional needs, teachers and staff refer them to the counselor and student wellness specialist. The counselor then determines the best resources to share, including on-site individual and group counseling, community health resources, SELPA therapy, the Genders and Sexualities Alliance on Campus, Diversity Collective, or other districts/outside resources. Students that need extra academic support have access to tutoring with teachers during their scheduled tutoring hours. Students that need extra support with college classes have access to college tutors, available in the college library or virtually. The counselor provides extra support to students with organization and study skills if needed. The counselor also invites students to come to the office during the students' dismissal periods to work on assignments to offer them a quiet space to study.

E3.3 Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

During the 2021-2021 school year, OMC hired a Student Wellness Specialist (SWS). This position supports MTSS. For Tier 1, the SWS creates social-emotional learning experiences through classroom lessons, lunch activities, school presentations, and clubs. For all students, the SWS creates a caring closet for school supplies, hygiene supplies, clothes, and other necessities. She also facilitates a monthly awareness theme and runs the peer to peer wellness advocates. Additionally, the SWS works with the wellness specialist from the Ventura County Office of Education to facilitate group counseling. In tier 2, the SWS supports teachers and students through a confidential referral process for individual counseling and also referrals to outside agencies. In tier 3, the

<p>SWS supports students in crisis with emergency intervention for situations like suicidal ideation and substance abuse.</p> <p>Also during the 2021-2021 school year, Oxnard Middle College established an MTSS team. The team for Oxnard Middle College consists of 2 teachers, 2 counselors, and the principal. This team meets regularly at the district office and at the site to establish action plans based on MTSS data. The first goal we are working on during the fall of 2021 targets tardiness. We noticed an increase in tardiness from previous years. The goal is to start implementing the plan during the second semester of the 2021-2022 school year.</p> <p>E 3.4 Co-Curricular Activities</p> <p>Students participate in a variety of clubs and activities on campus as well as through the community and district. At OMCHS, teachers facilitate the Wellness Club, Art Club, Gender and Sexualities Alliance, LatinXvision STEM, Griffin Guild (video production and voter registration), Chess Club, and the Knit and Crochet Club. Clubs are based on student interest and primarily thrive with student leadership. The Student Wellness Specialist started meeting with Wellness Peers this year. The principal facilitates the Principal's advisory and invites students to be representatives at ELAC, School Site Council, and Superintendent's Advisory. 80% of OMC students report involvement in extracurricular activities at the site, district or community groups.</p> <p>Through AVID and Academic Enrichment, students receive regular postings of community opportunities and discuss them. Students have participated in Poetry Out Loud, Lions Club & AAUW Student Speaker Contests, Art Docent Internships, Swap Meet Justice, Fresh Film Internships, Ventura County Animal Shelter, Rose Parade Float</p>	<p>MTSS Plan</p> <p>Friday Update</p> <p>Extra Curricular Activity Data</p>
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<p>Decorating, Ventura County Museum Contests/Activities, Westminster Free Clinic, etc., accumulating awards and experience along the way.</p> <p>During AVID 9 students work in small interest groups around community needs, research, write and present project proposals, and then implement them. This involves researching, observing, interviewing, and coordinating with existing community groups as well (e.g., Buddy Break, ActionVC, Farm2School, Californians for Pesticide Reform, Boys and Girls Clubs, Miracle League 805, Habitat for Humanity, etc.).</p> <p>ASB and Peer Resource classes will be added for 2021-2022 Semester 2 to help organize and coordinate leadership, spirit, and wellness activities, including a school activities calendar and establishing protocols and traditions for OMCHS, now that we have a complete 4-year program.</p> <p>The counselor facilitates a college and career website titled, “Griffins and Beyond”. This website is linked to the Griffin Hub and the OMC website. On the “Griffins and Beyond” website the counselor shares information pertaining to college, career, financial aid, scholarships, and presentations. Through the Griffin Hub, the counselor communicates with regular announcements about opportunities within the district that OMCHS students can enroll in like Mariachi, Mock Trial, Pre-Engineering, Global Trade and Logistics, and Robotics.</p>	<p>Griffins and Beyond Website</p>
<p>E3.5 Student Voice</p> <p>Student voice is important at OMCHS inside and outside of the classroom. Students are empowered to problem solve in collaborative groups in every subject area. They make meaningful connections with each other and develop personal agency through Socratic seminar discussions, peer writing groups, project-based math and economics, AVID tutorials, and other strategies used commonly in class. They also develop student voice through our club offerings on campus, Griffin</p>	<p>Principal’s Advisory</p> <p>Griffin Guild</p>

Guild, and through a partnership with Oxnard College and Oxnard Union High School District on the Principal's, Superintendent's, and College President's Advisory Councils, as well as through the PTSA and School Site Council.	
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Summary of Supporting Evidence:
The Griffin Cup
Safer Things-Digital Citizenship
Uniform Complaint
Sequence of Courses
Student Extracurricular Participation
Counseling Activities Calendar
Counseling Data

Areas of Strength: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth
<ul style="list-style-type: none"> During 2020-2021 in response to the COVID 19 crisis, the Griffin Cup was a community-building game and meeting structure that supported academic growth and student wellness. OMCHS students were also successful in completing the district-wide digital citizenship program to keep our students safe and kind online.
Areas of Growth: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth
<ul style="list-style-type: none"> We need to continue developing systems to support students in multi-tiered systems of support with our new student wellness specialist and counselor.

Prioritized Areas of Growth Needs from Categories A through E

- There is a need for continued growth in the structure of internal communication and planning as we grow as a school.
- There is a need to continue strengthening the articulation process with Oxnard College.
- There is a need to continue creating systems to collaborate with counseling in common strategies through academic enrichment to support student academic and social-emotional success.
- There is a need to continue to implement and reflect on common equitable grading strategies.
- We need to continue developing systems to support students in multi-tiered systems of support.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Critical Need 1: There is a need to continue to implement and reflect on common equitable grading strategies in order to improve student learning. Local indicators identify achievement gaps between significant pupil groups including English Learners, African American, and male students. In addition, 60% of 11th graders in 2020-2021 did not meet math standards as measured by the CAASPP. In response to this data as well as a new [board policy](#) and collaborative study of the impacts of Grading for Equity (2018), all teachers agreed to implement common equitable grading policies with a schedule for reflection and continued growth. Our goal with this is to allow students to continue learning the standards even after having periods of behavior, social-emotional, or learning loss issues that would previously lock students into a D or F with the traditional grading scale and policies.

Critical Need 2: There is a need for continued growth in the structure of internal communication and planning as we grow as a school. With this increase in staff, we had a need to clarify the roles and responsibilities of each staff member as well as streamline internal communication in order to best serve our students, families, and the community. We will also continue to communicate the sequence of classes so that students, families, and teachers can understand the range of choices offered to students. There have been some changes in the sequence as we have learned the needs of our community. Now that we have a full four-year history, we have a vision of the typical sequence of high school and college courses. We will also continue strengthening the articulation process with Oxnard College. Our goal is to create systems that will help us navigate internal and external communication to best meet the needs of students, families, and staff.

Critical Need 3: We need to continue developing systems to support students in multi-tiered systems of support with our new student wellness specialist and counselor. Prior to 21-22, we did not have a formal MTSS. Teachers, administration, classified staff, and our part-time counselor did our best to meet students' social-emotional needs. Now that we have the personnel to support a more formal MTSS, we need to develop sustainable and well-communicated systems for all stakeholders.

Chapter V: Schoolwide Action Plan

Critical Need 1: There is a need to continue to implement and reflect on common equitable grading strategies in order to improve student learning.			
Growth Area for Continuous Improvement: As a site, teachers will create and implement common, equitable grading practices that align with the new district policy.			
LCAP Goal Area: To build Powerful futures for every student, the Oxnard Union High School district will utilize stakeholder input to develop and implement an instructional program that supports the high school diploma as a minimum and provides career readiness to every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.			
Corresponding SPSA Goal: Oxnard Middle College will utilize stakeholder input to develop and implement instructional programs that support the high school diploma as a minimum and provide college and career readiness to Every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.			
Strategies:	Responsible Person(s)	Measurable Outcomes	Timeline
<p>Establish a common 4 point rubric for grading on the standards.</p> <p>All teachers will use 4 (exemplifies standard), 3 (meets standard), 2 (nears standard), 1 (does not meet standard), 0 (no evidence of standard)</p>	Teachers	<p>We will reduce the percentage of Ds/Fs by 1%</p> <p>We will increase the number of students meeting Math standards on CAASPP by 5%</p> <p>We will increase the number of students meeting English standards on CAASPP by 5%</p>	<p>Creation Fall 2021 Use 2021-2022 Review/Reflection Spring 2022</p>
<p>Establish common practices on regrades, retakes, and redos.</p> <p>Students will be allowed to retake, retest, and redo after feedback within an established time period.</p>	Teachers	<p>We will reduce the percentage of Ds/Fs by 1%</p> <p>We will increase the number of students meeting Math standards on CAASPP by 5%</p> <p>We will increase the number of students meeting English</p>	<p>Creation Fall 2021 Use 2021-2022 Review/Reflection Spring 2022</p>

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		standards on CAASPP by 5%	
<p>Establish a common practice in accordance with board policy in terms of late work and other behavior measures.</p> <p>Students will be taught to turn in work on time and participate in positive student behaviors, but late work and other behavioral measures will not impact standards-based grades.</p>	Teachers	<p>We will reduce the percentage of Ds/Fs by 1%</p> <p>We will increase the number of students meeting Math standards on CAASPP by 5%</p> <p>We will increase the number of students meeting English standards on CAASPP by 5%</p>	<p>Creation Fall 2021</p> <p>Use 2021-2022</p> <p>Review/Reflection Spring 2022</p>
<p>Establish common technical communication strategies for grades through canvas and synergy using a common grade band.</p> <p>A (3.67-4.0)</p> <p>B (2.67-3.66)</p> <p>C (1.67-2.66)</p> <p>D (.67-1.66)</p> <p>F (0-0.66)</p>	Teachers	<p>We will reduce the percentage of Ds/Fs by 1%</p> <p>We will increase the number of students meeting Math standards on CAASPP by 5%</p> <p>We will increase the number of students meeting English standards on CAASPP by 5%</p>	<p>Creation Fall 2021</p> <p>Use 2021-2022</p> <p>Review/Reflection Spring 2022</p>

Critical Need 2: There is a need for continued growth in the structure of internal and external communication and planning as we grow as a school.			
Growth Area for Continuous Improvement: As a site, we will create systems of communication within our faculty, with Oxnard College, and with students and families that will support access to academic and extracurricular programs.			
LCAP Goal Area: 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.			
*Note: This LCAP Goal changed at the beginning of 2021 when OMCHS was in the middle of our self-study.			
Corresponding SPSA Goal: 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.			
Strategies:	Responsible Person(s)	Measurable Outcomes	Timeline
Establish a leadership team to analyze data, improve internal communication and decision-making during regularly scheduled meetings.	Principal, Leadership Team	Consistent calendar of monthly meetings. Increase or maintain positive staff responses regarding dissemination of information to staff, as measured by YouthTruth survey	Annually
Continue the communication of the sequence of classes to students/families and teachers.	Principal Counselor	80% of students and parents surveyed will rate their understanding of the course sequence as a 3 or higher on a scale of 1-5 (1-low , 5-high).	Fall 2021 Update as needed
Develop a plan of action to enhance collaboration and articulation with Oxnard College	Principal Counselor	A written plan of Action And Calendar of collaboration meetings with OMCHS and OC.	Second semester 2021-22
Develop a quarterly newsletter to enhance communication with parents	Student Wellness Specialist Counselor	Increase the percent of parents accessing ParentSquare by 5%	Second semester 2021-22

Critical Need 3: We need to continue developing multi-tiered systems of support for students.			
Growth Area for Continuous Improvement: The MTSS Team will review and analyze student data and develop or implement systems of support for students.			
LCAP Goal Area: To build Powerful Futures for Every student, the Oxnard Union High School District will utilize stakeholder input to implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.			
Corresponding SPSA Goal: Oxnard middle College will offer students systems of intervention and support that effectively promote diversity, equity, and inclusion.			
Strategies:	Responsible Person(s)	Measurable Outcomes	Timeline
Provide and articulate services to students in the Multi-Tiered System of Support.	Principal MTSS Team	Increase or maintain student sense of belonging as measured by YouthTruth Data annually. Decreased unverified tardiness. Tardy Reports from SMS	Ongoing
Survey parents/families about need to determine supports	Student Wellness Specialist Counselor Principal	65% of parent participation in the survey	Starting the second semester 2021-22 and ongoing once a year.
Develop an MTSS plan of action that reflects the current needs of the students	Principal Counselors MTSS Team	A written plan of Action	End of Semester 2, 2021-22
Create a wellness peer group to support student wellness and destigmatize mental health.	Student Wellness Specialist	Increase or maintain student sense of peer collaboration as measured by YouthTruth Data	Fall 2021 Ongoing

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		<p>annually.</p> <p>Increase student awareness of mental health resources offered, as measured by wellness intake surveys.</p> <p>Increase or maintain student sense of engaged living as measured by Covitality annually. Covitality Data Optimism</p>	
<p>Coordinate services and wellness activities with outside organizations like BRITE, Farm 2 School, and Health Corps for all students.</p>	<p>Counselor and Student Wellness Specialist</p>	<p>A written record of data on partnerships with community agencies</p> <p>Increase or maintain student sense of belief in others as measured by Covitality annually.</p>	<p>2021-2022 School Year</p> <p>Ongoing</p>

Appendix and Data Links:

[California Healthy Kids Survey 2019-2020](#)

[California School Dashboard performance indicators](#)

[District Curriculum Committee Meetings Calendar](#)

[Graduation requirements](#)

[Local Control and Accountability Plan \(LCAP\)](#)

[Master schedule](#)

[MTSS Plan](#)

[Mission and Vision](#)

[School-wide Learner Outcomes](#)

[Oxnard Union Parent Survey Data](#)

[OMCH Parent Survey Data](#)

[Parent/Student meeting Data-Synergy](#)

[ParentVue Login Data](#)

[ParentSquare Data](#)

[Physical Fitness Test Data](#)

[Professional Development Opportunities](#)

[PSAT/NMSQT DATA Fall of 2018, 2019, 2021](#)

[Results of parent/community questionnaire/interviews](#)

[Results of student questionnaire/interviews](#)

[School Plan for Student Achievement](#)

[School accountability report card \(SARC\)](#)

[Staff Educational Experience](#)

[School Map](#)

[Staff Profiles](#)

[SIS Icon legend](#)

[Site Safety Plan](#)

[Summary of results](#)

[TASP and other Employee Evaluation and Support](#)

[TASP Evaluation Form Gen Ed](#)

[Teacher](#)

[UC a–g approved course list](#)

[UC and CSU a-g data](#)

[Uniform Complaint Procedures](#)

[Youth Truth Data](#)

Appendix : OMCHS Mission and Vision



OMCHS

VISION

OMCHS prepares students to innovate, think critically, communicate, and reach their personal and academic potential

MISSION

OMCHS provides a safe environment that supports students in college and career readiness with access to rigorous classes and technology-rich learning experiences. We foster resiliency and academic excellence through a strong partnership with families, Oxnard College and the community.

Appendix: OMCHS SchoolWide Learner Outcomes

Oxnard Middle College High School students are:

Innovators who...

Think critically to solve problems, analyze, and evaluate data, and participate in inquiry-driven learning.

Use technology to access credible sources and create representations of learning.

Collaborate and contribute meaningfully toward common goals in a variety of roles.

Communicators who...

Develop academic literacy across the curriculum.

Listen and speak with objectivity and clarity across the curriculum.

Express themselves through a variety of media for a variety of purposes.

Self-Directed Learners who...

Set achievable goals and monitor their progress.

Assume responsibility for their own learning.

Construct systems of organization.

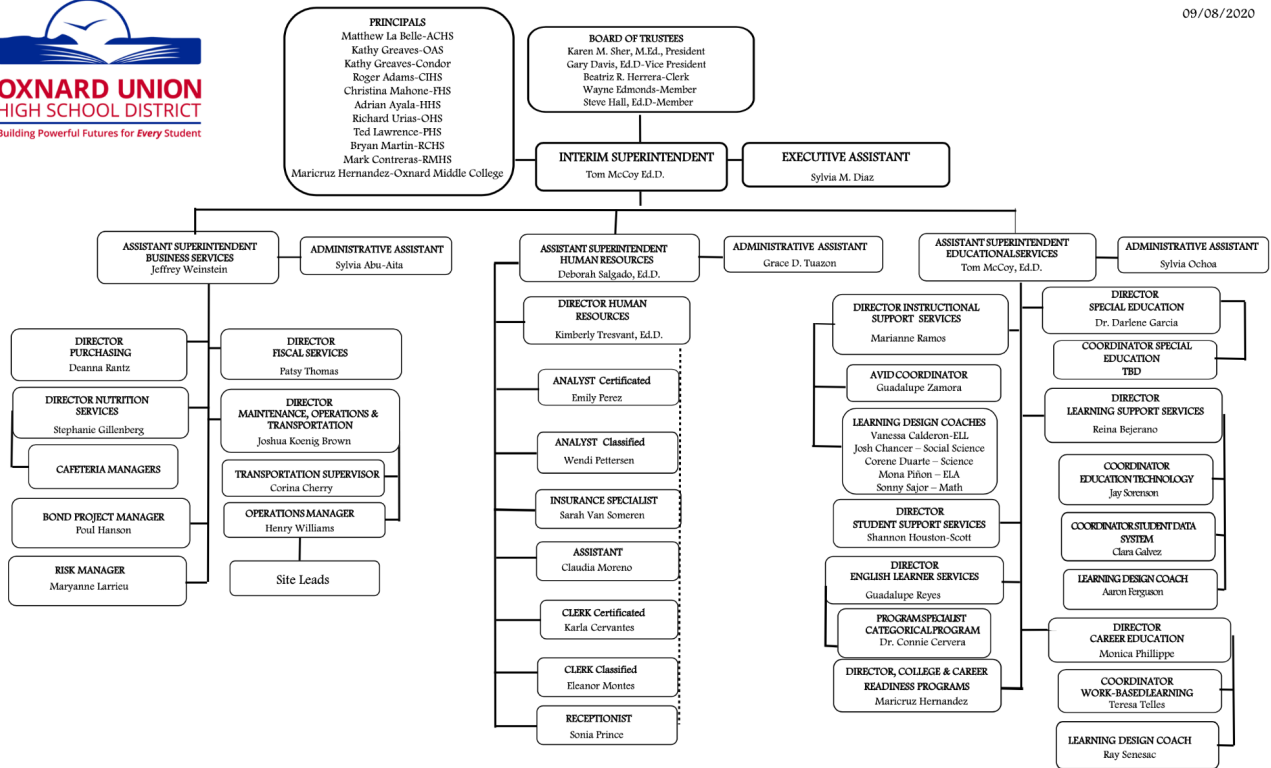
Advocate for themselves and others.

Appendix: Oxnard Union Administration and Board



DISTRICT OFFICE 2020-2021

09/08/2020



Appendix: Staff Profile Data

	2018-2019	2019-2020	2020-2021	2021-2022
Administrators	1	1	1	1
Teachers (by FTE)	2.2	3.4	4	5.8
Classified Staff	1	1	1	3
Counselor (by FTE)	.2	.2	.2	1
Student Wellness Specialist				1

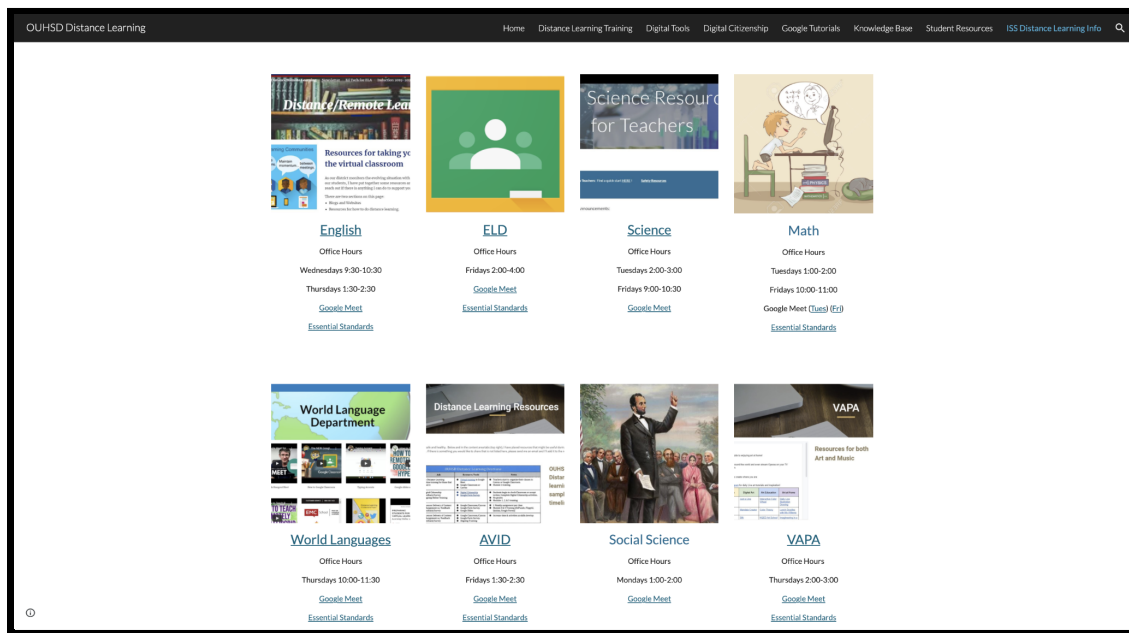
Teaching Staff by Education

	2018-2019	2019-2020	2020-2021	2021-2022
CA Credential	3/3	4/4	4/4	5.8/5.8
Bachelor's Degree	3/3	4/4	4/4	5.8/5.8
Masters Degree	2/3	2/4	3/4	4/ 5.8
PhD	0/3	1/4	1/4	1/ 5.8

Appendix: Professional Development Opportunities

Teachers at OMCHS are offered ample professional development through Oxnard Union. Here is a summary of the opportunities:


Learning Design Coaches/Learning, Instruction, and Technology Coaches offer subject-specific training, websites with resources, office hours for teachers, instructional videos, and essential standards. These resources can be found [here](#).



In addition to subject-specific training, teachers were also offered many [opportunities to learn technology and distance learning platforms/tools](#). The district also set up a knowledge base and help ticket section for professional development in technology.




OMCHS Teachers are also offered asynchronous professional development through an alludo game called Oxnard Union Express. Each level offers video or written instructions for an activity for teachers to complete to earn points. Teachers can use the points for prizes or attend conferences.



Emily Guthrie
OXNARD MIDDLE COLLEGE

25025 POINTS 6 OUT OF 1021

Latest Level Badge



High-Speed Train


Account Balance

15075

Relative Scoring

#	Name	Score
4.	Kimberly Filar (3176 reviews)	26275
5.	Eduardo Rivas-Soria (617 reviews)	25400
6.	You (1317 reviews)	25025
7.	Verity Olliff (977 reviews)	24350
8.	Carina Casillas (1304 reviews)	23425

Special Badges



✓ Handcar	550	300
✓ - Laying the Tracks	REQUIRED	550 150
Oxnard U	2900	6000
✓ - SEL & Wellness	400	400
✓ - Library Launch	450	400
- Student Services	0	400
- Google Meet	0	300
- Screencastify	125	500
- EdPuzzle	400	750
- Pear Deck	0	750
- GoGuardian	0	250
- Kami	0	300
- Flipgrid	0	400
✓ - Oxnard U 2020	650	500
✓ - Distance Learning	675	500
✓ Locomotive	4925	1200
✓ - Productivity	REQUIRED	450 200
✓ - Coaching/Collaboration	REQUIRED	800 200
✓ - Digital Tools	REQUIRED	1000 200
✓ - PLN	REQUIRED	900 200
✓ - Pedagogy	REQUIRED	725 200
- Digital Citizenship	700	300
✓ - Oxnard Online - Developer	350	350
✓ Electric Train	6900	2500
✓ - Productivity	REQUIRED	800 500
✓ - Coaching & Collaboration	REQUIRED	1700 500
✓ - Digital Tools	REQUIRED	2000 500
✓ - PLN	REQUIRED	1000 500
✓ - Pedagogy	REQUIRED	1200 500
- Digital Citizenship	200	500
- Oxnard Online - Driver	0	600
✓ High-Speed Train	9750	3200

* Required to unlock next level

AA Points earned by completed activity

BB Points to be earned by completing an activity

Every summer, faculty, and staff are invited to participate in a week-long paid professional development series with an emphasis on equity, assessment, inquiry, SEL, and student-centered learning. Below are some of the recent offerings.

Oxnard Middle College WASC Self-Study Report 2022

rOxnard 2021

[E] Equity **[G]** Grading & Assessment **[I]** In-person Meetup **[N]** Inquiry & PBL **[K]** Keynote **[S]** SEL & Wellness **[T]** Student-centered Learning

AUGUST 2 • MONDAY

9:00am – 10:00am	K	Keynote- "Framing the Moment" <i>Speakers: Sonny Magana</i>	Zoom
10:00am – 11:00am	T	The Best Class You Never Taught <i>Speakers: Alexis Wiggins</i>	Zoom
11:00am – 12:00pm	S	Implicitly Taught, Explicitly Missed <i>Speakers: Marisa Thompson</i>	Zoom
12:00pm – 1:00pm	G	The Wiggins Assessment Method <i>Speakers: Alexis Wiggins</i>	Zoom
1:00pm – 2:00pm	G	How One Spreadsheet Solves Many Problems <i>Speakers: Marisa Thompson</i>	Zoom
2:00pm – 3:00pm	K	Keynote: A Different Kind of Learning: Stories from the Inquiry Classroom (Pre-recorded) <i>Speakers: Trevor Mackenzie</i>	Zoom
3:00pm – 4:00pm	S	Connecting Students to their School Communities Through Esports <i>Speakers: Heidi Baynes</i>	Zoom
3:00pm – 4:00pm	T	Deeper Learning with the T2 Transformational EduProtocols <i>Speakers: Sonny Magana</i>	Zoom
4:00pm – 5:00pm	E	Decolonizing High School English with HyperDocs <i>Speakers: Jenna Hewitt King, Nadia Moshtagh Razi</i>	Zoom
5:00pm – 6:00pm	S	Solve In Time Wellness Edition <i>Speakers: Nyree Clark</i>	Zoom
6:00pm – 7:00pm	T	Smart Start Your School Year <i>Speakers: Cori Orlando</i>	Zoom

AUGUST 3 • TUESDAY

9:00am – 10:00am	K	Teaching in Racist Systems <i>Speakers: Rachelle Rogers-Ard</i>	Zoom
10:00am – 11:00am	G	Let's Talk About Grades <i>Speakers: Jen Roberts</i>	Zoom
11:00am – 12:00pm	S	SEL & Mental Health: Why They Matter <i>Speakers: Alicia Sewell</i>	Zoom
12:00pm – 1:00pm	N	Introduction to Inquiry-Based Learning & Cultivating Curiosity (pre-recorded) <i>Speakers: Trevor Mackenzie</i>	Zoom
12:00pm – 1:00pm	S	eSports Tournament Tutorial <i>Speakers: Gus Garcia, Heidi Baynes</i>	Zoom
1:00pm – 2:00pm	T	3D Quilt Codes <i>Speakers: Leticia Citizen, Judy Nguyen</i>	Zoom
2:00pm – 3:00pm	S	Setting the Tone: SEL and UDL Create Harmony <i>Speakers: Kim Voge</i>	Zoom
3:00pm – 4:00pm	T	Abraham Lincoln Was a Woman and other fake news <i>Speakers: Laura Spencer, Adina Sullivan-Marlow</i>	Zoom
4:00pm – 5:00pm	T	Turn Up the Volume in Your NGSS Classroom <i>Speakers: Melissa Hero</i>	Zoom
5:00pm – 6:00pm	E	The Heart of Culturally Responsive Lesson Design <i>Speakers: Nyree Clark</i>	Zoom
6:00pm – 7:00pm	E	Creating Friday Happy Hour Recaps <i>Speakers: Heidi Carr, Ekuwah Moses</i>	Zoom

AUGUST 4 • WEDNESDAY

Appendix K: TASP Timeline

Although the exact dates change each year, below is an outline of the teacher assessment and support program that OMCHS and Oxnard Union uses to assess teachers. During COVID, evaluations were suspended for permanent employees. Evaluations continued as regularly scheduled during the 2020-2021 school year.

TASP 2017-2018 Timeline

Teacher Assessment & Support Program

Partner Option

(Forms can be found in blue section of TASP book)

_____ Self-Assessment	Prior to 09.22.17
_____ Area of Investigation	Prior to 10.06.17
_____ 1 st Pre & Post Conference	10.13.17-10.27.17
_____ 2 nd Pre & Post Conference	11.03.17-12.15.17
_____ 3 rd Pre & Post Conference	01.12.18-02.02.18
_____ 4 th Pre & Post Conference	02.09.18-03.09.18
_____ Summative Meeting	Prior to 05.04.18

Portfolio Option

(Forms can be found in yellow section of TASP book)

_____ Self-Assessment	Prior to 09.22.17
_____ Area of Investigation	Prior to 10.06.17
_____ Selection #1 and Accompanying Written Reflection	Date: 10.27.17
_____ Selection #2 and Accompanying Written Reflection	Date: 12.15.17
_____ Selection #3 and Accompanying Written Reflection	Date: 02.02.18
_____ Selection #4 and Accompanying Written Reflection	Date: 03.09.18
_____ 1 st Qtr Meeting w/Admin and Peers	Prior to 10.27.17
_____ 2 nd Semester Collaboration w/Admin	02.02.18-03.09.18
_____ Summative Meeting	Prior to 05.04.18

Administrative Option, Choice

(Forms can be found in green section of TASP book)

_____ Self-Assessment	Prior to 09.22.17
_____ Area of Investigation	Prior to 10.06.17
_____ 1 st Admin Pre Conf/Observation/Post Conf	10.06.17 to 12.15.17
_____ 2 nd Admin Pre Conf/Observation/Post Conf	01.12.18 to 03.09.18
_____ Summative Meeting	Prior to 05.04.18

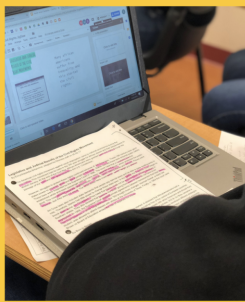
Administrative Option, Mandated

(Forms can be found in orange section of the TASP book)

_____ Self-Assessment	Prior to 09.22.17
_____ Area of Investigation	Prior to 10.06.17
_____ 1 st Admin Pre Conf/Observation/Post Conf	10.06.17-10.27.17
_____ 2 nd Admin Pre Conf/Observation/Post Conf	11.03.17-12.15.17
_____ Mid Year Recommendation Conference (Probationary Teachers Only)	Prior to 01.19.18
_____ 3 rd Admin Pre Conf/Observation/Post Conf	02.09.18- 03.09.18
_____ Summative Meeting	Prior to 05.04.18

Appendix: AVID Program

AVID: ADVANCEMENT VIA INDIVIDUAL DETERMINATION



CONTACT US

4000 South Rose Avenue
Oxnard, CA 93033

Principal: Maricruz Hernandez
Maricruz.Hernandez@oxnardunion.org
<http://oxnardmiddlecollege.us>

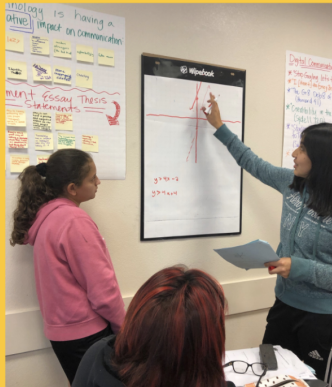


**OXNARD MIDDLE
COLLEGE HIGH
SCHOOL**



THE AVID MISSION

The mission of AVID is to "close the achievement gap by preparing all students for college readiness and success in a global society." OMCHS Griffins embark on a journey that will lead them to the steps of a university, through the halls, and across the stage, diploma in hand. The AVID program gives students the support to thrive in the community college and the skills to continue their success in universities and careers.



Oxnard Middle College High School AVID offers:

- **Tutoring**
- **Collaborative Study Groups**
- **Workshops with Oxnard College**
- **Skill Development in reading, writing, speaking, and research**
- **Much more!**

WICOR:

THE AVID SUPPORT STRUCTURE THAT ALLOWS STUDENTS TO DEVELOP THE SKILLS NEEDED TO SUCCEED.

Writing

AVID students learn to write in a variety of modes to record thinking and communicate clearly with others.

Inquiry

AVID students engage in critical thinking and learning through asking relevant questions and conducting reliable research.

Collaboration

AVID students share ideas, information, and responsibility through team work and formal/informal discussion.

Organization

AVID students learn to manage materials and strategically navigate the responsibilities of learning. They set short-term and long-term goals and create prioritized plans to meet those objectives.

Reading

AVID students gain meaning, understanding, and knowledge from print and other media. They also learn how to approach reading with the interactive and purpose-driven stance of a scholar.

Appendix: Common Agendas (Samples)

During the 2020-2021 School year, all teachers posted common weekly agendas on a central website available to students, caregivers, administrators, counselors, and the community. Samples of those agendas can be seen below. Prior to that school year and after that school year, teachers used another common agenda format for in-person meetings, which can be seen on the next page.

Sophomore Weekly Agendas



Mrs. Guthrie's English 99 Class

This Week in 10th grade English with Mrs. Guthrie

Week 18 May 10 | May 14

Welcome to English 99! Start Here

Monday 5/10 (Min Day)
In Zoom Room: Visual Memoirs + Collaborative Slides
Asynchronous: Finish Friendship/Growing Up Memoir

Wednesday 5/12 (Min Day)
In Zoom Room: Peer Writing Feedback
Asynchronous: Finish Visual Memoir Collaborative Slides

Friday 5/14
In Zoom: Meet with your Griffin Cup House! I have appointments if you need individual support.
Asynchronous: Work on the Griffin Cup, read independent reading book, and complete all synchronous work for the week!

What is due and when?

✓ Add it to your Planner:

- Read your choice reading book for one hour or more per week! DUE 5/14 @ 11:55
- Visual Memoir "Club Membership" DUE 5/11 @ 11:55
- Friendship Memoir (Friendship/School) DUE 5/11 @ 11:55

ANNOUNCEMENTS:
This week: No Days From Home (Good Luck on College Prep!)
Periods 1/2: 8:30-8:35
Periods 3/4: 8:40-10:40
Periods 5/6: 10:45-11:45
Periods 7/8: 12-1

ESSENTIAL QUESTION:
How do memoir writers tell their own story and move their audience?

CRITERIA FOR SUCCESS:
Be able to take notes as a memoir writer to tell your story and move your audience.

MEETINGS THIS WEEK: Mon/Wed (See School)

UNABLE TO MEET LIVE?
Be sure to log in to connect and watch the recording.

SUPPORT:
Email your teacher
If you cannot get the help you need, email the teacher.
Griffin Cup
Griffin Cup
Griffin Cup

[Click here to request a regrade](#)

Mrs. Schell's Middle College Math 2 Class

Weekly Agenda
WEEK 18: 5/10 - 5/14

ESSENTIAL QUESTIONS:
What is a special right triangle?

WHAT WE'LL LEARN:
Special right triangles

MISSED CLASS?
You MUST log in to the class chat ATE complete your assignments!

Support Schedule:
Mr. Hernandez
Tuesday 3:30-4:30
Thursday 3:30-4:30

Suggested Weekly To Do:
Fested - Monday 8:00am - Due - Friday 11:55pm

Monday	Tuesday	Wednesday	Thursday	Friday
In class: Special Right Triangles Early morning Special Right Triangles Math	In class: Math! Retake or complete missing assignments as needed	In class: Math!	In class: Math! Retake or complete missing assignments as needed	Griffin Escape Meeting Office Hours Read and Take Notes 5:1

Pick up Math card, compass, and graph paper

Self practice in BHM is for extra practice with support - NOT required, NOT graded

Coach Stanley's PE 2 Class

OMCHS Year 2 P.E.

Week 36

Tasks

- Thursday lecture quiz
- Due Friday: Workout log
- Go to zoom meetings

Resources

Class Meeting Tuesday and Thursday

Office Hours on Fridays: 12:00-1:30

Weekly Pacing Guide

Monday	Tuesday	Wednesday	Thursday	Friday
No meeting Possible day to complete cardio work	Zoom meeting Possible day to complete cardio work	No meeting Possible day to complete cardio work	Zoom meeting Complete lecture Quiz Possible day to complete cardio work	Due: Workout Log Possible day to complete cardio work

Dr. Stephenson's Academic Enrichment 2 Class

WEEKLY AGENDA

AcaEnrich 2
S2, WEEK 18:
May 10-14, 2021

1 Welcome

- Min Day M-Th
- Regular Houses & Office Hours Friday
- OC Finals start this week!

2 Essential Questions

- What's your plan for the week?
- How are you doing in your classes?

3 Instruction/Assignments

- Plan for the week (due Monday)
- OC Grade Report & Reflection (due Thursday by 3:29 pm)

4 Extras!


- Resources
- Opportunities
- Clubs: GSA (Fri noon); Griffin Guild


All extracurricular/leadership/service/awards should be logged onto [Canvas](#)


Zoom Meets

Per 2: T/Th 8:30-9:30
Per 6: T/Th 10:46-11:46
Office Hrs: F 12:00-1:30 & by appt.

Daily Attendance
Make sure to attend all Zoom Meets and log into Canvas on meeting days!



Email Dr. S: 

 **AVID**
ADVANCEMENT VIA EDUCATION

Dr. Kim Marra Stephenson | kim.stephenson@oxnardunior.org | (805) 603-1305


< 3 > Google Slides

Mon/Tues, Jan

13/14

English
99

Vocab of the Day:
nefarious: adj.
extremely wicked



Agenda


1. MUG Warm-up
2. Independent Reading (Check Portfolios)
3. NRI: Comma Splices and Fused Sentences
4. Create Mini-Research Presentations


Homework:

- NRI Due Friday @3
- Presentations- next class

Essential Question:
What are some of the issues that will arise in *A Raisin in the Sun*?


15-16 JAN 2020



<p>AGENDA</p> <ol style="list-style-type: none"> 1. Daily Beat 2. SAT/Khan - finish 10 Qs 3. Digital Portfolios - WICOR & Job Applications (due next Tues/Wed) 4. Work on Notes/Organization/Service/extra Khan 5. Tutorial 	<p>MATERIALS NEEDED</p> <ul style="list-style-type: none"> • Binder <ul style="list-style-type: none"> ◦ Writing ◦ Highlighting ◦ Listening • Laptop 	 <p>You Can Do It!</p>
<p>HOMEWORK DUE</p> <ul style="list-style-type: none"> • Daily: Fri Mind Lesson, Sat-Th Daily Beat • Every Monday: 10 questions SAT Practice • Next M/T & W/Th: TRF p. 1 • Next T/W: Portfolios • Every Fri: Binder/Note Check • Ongoing: Service Project Updates 	<p>ESSENTIAL QUESTION</p> <p>How did I do \$1? What can I do to reach \$2 goals? Can I set an anchor and focus my attention?</p> <p>VOCAB OF THE DAY</p> <p>WICOR, Objectives, Strengths, Areas for Growth Mindfulness Tool: Attention, Anchor, Focus</p>	

Wed, April 28

<p>AGENDA</p> <ul style="list-style-type: none"> • Questions? • Simplifying Rational Expressions <ul style="list-style-type: none"> ◦ Excluded values • Multiplying Rational Expressions • Dividing Rational Expressions 	<p>ASSIGNMENT</p> <p>CyU 6.3</p> <p>Read and Take Notes 6.4</p> <p>ESSENTIAL QUESTION</p> <p>How can you determine the excluded values in a product or quotient of two rational expressions?</p> <p>VOCABULARY</p> <p>Excluded values - values that will make the denominator of a fraction equal to 0</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix : Focused Notes Samples

When two parallel lines are cut by a transversal, which of the resulting pairs of angles are congruent?

EQ: Dairs of angles are congruent?

VOCAB

- Corresponding angles** - Two angles are corresponding angles when they have corresponding positions.
- parallel lines** - Two lines in the same plane that never intersect.
- Supplementary angles** - 2 positive angles whose measures have a sum of 180°. Each angle is supplement of the other.
- Vertical angles** - Two angles are vertical angles when their sides form two pairs of opposite rays.

Theorems

Corresponding Angles Theorem
If two parallel lines are cut by a transversal, then the pairs of corresponding angles are congruent.
Examples In the diagram @ the left, $\angle 2 \cong \angle 6$ and $\angle 3 \cong \angle 7$

Alternate Interior Angles Theorem
If 2 parallel lines are cut by a transversal, then the pairs of alternate interior angles are congruent.
Examples In the diagram @ the left $\angle 3 \cong \angle 6$ and $\angle 4 \cong \angle 5$

Alternate Exterior Angles Theorem
If 2 parallel lines are cut by a transversal, then the pairs of alternate exterior angles are congruent.
Examples In the diagram @ the left, $\angle 1 \cong \angle 8$ and $\angle 2 \cong \angle 7$

Consecutive Interior Angles Theorem
If 2 parallel lines are cut by a transversal, then the pairs of consecutive interior angles are supplementary.
Examples In the diagram @ the left $\angle 3$ and $\angle 5$ are supplementary and $\angle 4$ and $\angle 6$ are supplementary

Example 1
How can I identify Angles?
The measures of 3 of the numbered angles are 120°. Identify the angles. Explain ur reasoning.
solution - By the alternate exterior angles theorem, $m\angle 8 = 120^\circ$. $\angle 5$ and $\angle 8$ are vertical angles. Using the vertical angles Congruence theorem, $m\angle 5 = 120^\circ$. $\angle 5$ and $\angle 4$ are alternate interior angles. By the Alternate Interior angles theorem, $\angle 4 = 120^\circ$.
So, the 3 angles that have a measure of 120° are $\angle 4$, $\angle 5$, and $\angle 8$.

10.2

Example 2
How can I use properties of parallel lines?
Find the value of x.
Solution - By the vertical Angles Congruence theorem, $m\angle 4 = 115^\circ$. Lines a and b are parallel, so u can use the theorems about parallel lines.
 $m\angle 4 + (x+5) = 180^\circ$ Consecutive Interior Angles theorem
 $115 + (x+5) = 180^\circ$ Substitute 115° for m $\angle 4$
 $x + 120 = 180^\circ$ Combine like terms
 $x = 60$ Subtract 120 from each side

Example 4
How can I Prove the Alternate Interior Angles Theorem?
Prove that if 2 parallel lines are cut by a transversal, then the pairs of alternate interior angle are congruent.
→ Draw a diagram. Label a pair of alternate interior angles as $\angle 1$ and $\angle 2$. U are looking for an angle that is related to both $\angle 1$ and $\angle 2$. Notice that one angle is a vertical angle with $\angle 1$ and a corresponding angle with $\angle 2$. Label it $\angle 3$.
Given P119
Prove $\angle 1 \cong \angle 2$

STATEMENTS	REASONS
1. P119	1. Given
2. $\angle 1 \cong \angle 3$	2. Corresponding Angles Theorem
3. $\angle 3 \cong \angle 2$	3. Vertical Angle Congruence Theorem
4. $\angle 1 \cong \angle 2$	4. Transitive property of congruence

Summary
I have to remember that before I write a proof, I have to identify the Given and Prove statements for the situation described or for any diagram. Also there are four different

Oxnard Middle College Griffins: Focused Notes

Audrey Espinoza
4/27/21

Essential Question: How do author's stake a claim and move an audience?

Questions/Main Ideas/Vocabulary

Notes/Answers/Definitions/Examples/Sentences

Student Voice

56 The Asian Misnomer: What the Affirmative Action Debate Misses
by Matteo Wong, 16 (2017)

Main claim: unfair to group all Asians together when in fact so diverse

How does the author advocate for something? What is it?

What writing strategies did the writer use in their essay?

What is the effect of grouping all Asians together?

One Scantron bubble and five letters (Asian). That's all the College Board needs to encompass the (heritage) of thousands of students and 48 countries. Those five letters are also what many college admissions officers use as the basis for establishing diversity through affirmative action. Some institutions provide options such as "Chinese," "Asian Indian" or "Other Asian," a glance at official demographics reports shows that we don't actually care: all of these ethnicities are still (lumped together) as Asians.

Proponents of affirmative action commonly argue that diversity improves critical thinking, creativity and (and) relations. Colleges that (choose) which students to admit in 2016, are then doing a disservice to their students by not exposing them to a variety of perspectives. This train of thought assumes that all "Asians" have similar cultural values, namely prioritizing academic achievement and exam scores.

Painting all Asians with the brush of the (model minority) stereotype and successful is not only false, but dangerous. Through 72 percent of Indian-Americans and 53 percent of Chinese-Americans have a college degree, Hmong, Laotian, and Cambodian-Americans drop out of high school at rates approaching 40 percent. Grouping Muslim- and Chinese-Americans makes them both appear well-adjusted on paper, but in person Muslims are faced with severe xenophobia. Even if Chinese- and Indian-Americans have an unfair advantage in college admissions, lumping all Asians with them causes underprivileged Asian subgroups to not receive the attention and (government) services they need.

Examples: More shockingly, Bangladeshi, Myanmar and China are not the same as religiously, progressive Americans seem to think Democrats and Republicans have different countries of origin, yet they assume Muslim, Burmese, cultural differences (logos)

Topic: Weight

EQ: What is weight?

Enrique Solis
PE1 Pd 1
4/30/21

How much weight should a two person lift perform?
- according to OSHA you should only lift 50lbs.
- Would the load be to lift more than 50lbs?

What is the power zone called?
- the power zone is in between the mid thigh and mid chest

What is the neutral position?
- the Neutral position is when the body is aligned and balanced.
- is it best to always be in the neutral position?

Which is better pulling or pushing?
- pushing is better and won't hurt your body.
- How can pulling hurt you?

What's best when lifting a box?
- it is better to keep it close to the body.
- Can you hurt yourself if you don't hold it close?

Summary
Weight is the mass that refers to somebody. Weight is measured in kilograms. Everyone has different weight.

Appendix : Articulation Flyers

OXNARD MIDDLE COLLEGE HIGH SCHOOL



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OXNARD MIDDLE COLLEGE STUDENT HIGHLIGHTS



SMALL
SCHOOL
COMMUNITY



COLLABORATION
AND RESOURCES
FROM OXNARD
UNION AND
OXNARD COLLEGE



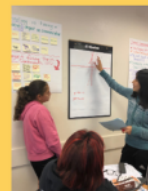
PERSONALIZED
PATHWAYS



ACADEMIC
RIGOR



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STUDENTS



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Located on the Campus of Oxnard College, OMCHS is
part of the Oxnard Union High School District.
It is NOT an independent study school.

CONTACT US FOR QUESTIONS: (ENGLISH OR SPANISH)

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805-385-2540
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Learn more: OxnardMiddleCollege.us

Appendix : Teacher Collaboration Schedule 2020-2021

Date	Topic	Date	Topic
8/14/20	Back to school	1/8/21	Fall Final Data Discussion
8/21/20	Zoom and Canvas Best Practices	1/15/21	Club Offering Discussion
8/28/20	Wellness Practices- Overwhelmed Students	1/22/21	Faculty Meeting
9/4/20	Back to School Night	1/29/21	Student Concerns/Interventions
9/11/20	Student Academic Interventions	2/5/21	ELPAC/CAASPP Planning
9/18/20	Faculty Meeting	2/12/21	Upcoming SST Discussions
9/25/20	Engagement Forms + Griffin Cup Houses	2/19/21	Student Concerns/Interventions
10/2/20	Common Practices: Digital Portfolios	2/26/21	Faculty Meeting
10/9/20	Student Academic Interventions	3/5/21	District Digital Citizenship
10/16/20	Student Tech Support	3/12/21	WASC- Padlet Discussion- Wellness, Inclusion, Community
10/23/20	Faculty Meeting + WASC planning	3/19/21	Faculty Meeting
10/30/20	Wellness and Community Activities	3/26/21	Faculty COVID Vaccination Opportunities + Return Planning
11/6/20	Griffin Cup T-shirts and Student Interventions	4/2/21	Spring Break
11/13/20	Grading Period Ending and Student Concerns	4/9/21	Student Concerns/Interventions
11/20/20	Faculty Meeting	4/16/21	WASC- Padlet Discussion- Instruction
11/27/20	Thanksgiving	4/23/21	Faculty Meeting
12/4/20	Faculty Meeting	4/30/21	Grading Period Data Chat
12/11/20	Dual Enrollment Planning	5/7/21	Student Concerns/Interventions
12/18/20	Spring Semester Planning	5/14/21	WASC- Padlet Discussion- Safety
		5/21/21	Upcoming PD Goals

Oxnard Middle College WASC Self-Study Report 2022

		5/28/21	Future Planning
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Teacher Collaboration Schedule 2020-2021

Date	Topic	Date	Topic
8/13/21	Screens/Tech Back to School Night -Present in English (6 min rotations after a general session)	1/7/22	Open House
8/27/21	Friday Updates- Sept 3rd Plan Common Instructional Practices- How is it going? Where are we seeing concerns coming off of DL and how are we addressing it? Ac En Grade check spreadsheet	1/28/22	Lesson Study Planning
9/24/21	Professional Learning Goals Reflection Student Data- Targeted Interventions	2/4/22	Professional Learning Goals Reflection
10/1/21	Continue Discussion of Student Data- Targeted Interventions	3/4/22	Discussion of Student Data-Targeted Interventions
10/15/21	Digital Portfolios- Check-in	3/11/22	Discussion of Student Data-Targeted Interventions
10/29/21	Dr. McCoy- Breakfast with the Supt	3/25/22	Lesson Study Check-in
11/12/21	Professional Learning Goals	4/8/22	Professional Learning Goals Reflection
		4/29/22	Future Planning
		5/6/22	SLO Evaluation
		5/13/22	Professional Learning Goals Reflection
		5/27/22	End of the Year Celebration and Reflection



SCHOOL CLIMATE REPORT

STRENGTH INDICATORS

CoVitality-S Subdomain Results

The table below provides an aggregate summary of student responses on each of the CoVitality-S Sub Domains. This summary uses student strengths to highlight recommended areas for targeted intervention and support.

	Belief-in-Self	Strengths	Areas to Enhance	Areas for Growth
Self-Awareness	Perceiving and attending to the private and public aspects of one's self	56.36%	29.09%	14.55%
Persistence	Working diligently to accomplish one's goals, including maintaining interest in the face of adversity and failure	23.64%	54.55%	21.82%
Self-Efficacy	Sensing one's ability to act effectively to meet environmental demands	65.45%	34.55%	0%
	Emotional Competence	Strengths	Areas to Enhance	Areas for Growth
Empathy	Perceiving, sharing, and considering the emotional states expressed by others	87.27%	10.91%	1.82%
Emotional Regulation	Effectively expressing one's positive emotions (e.g., happiness) and managing one's negative emotions	80%	18.18%	1.82%
Self-Control	Effectively expressing and managing one's behavior within given contexts	58.18%	36.36%	5.45%
	Belief-in-Others	Strengths	Areas to Enhance	Areas for Growth
Peer Support	Appraising the caring and helpful nature of one's relationships with peers	72.73%	14.55%	12.73%
School Support	Appraising the caring and helpful nature of one's relationships with teachers	78.18%	20%	1.82%
Family Coherence	Appraising the caring and helpful nature of one's relationships with family	69.09%	23.64%	7.27%
	Engaged Living	Strengths	Areas to Enhance	Areas for Growth
Gratitude	Sensing thankfulness that arises in response to one's benefitting from some kind of transactional means	61.82%	20%	18.18%
Zest	Experiencing one's life in the present moment as exciting and energizing	12.73%	30.91%	56.36%
Optimism	Expecting the occurrence of good events and beneficial outcomes in one's future	7.27%	40%	52.73%

Appendix: CoVitality Data

ADDITIONAL SCHOOL CLIMATE RESULTS

Overall Life Satisfaction

When asked to describe their overall satisfaction with life on a scale from 1 to 100, the student average indicated a score of 73.56 corresponding to a T-score of 51.60, which is in the High Average range. Overall life satisfaction, related to youth's happiness, has been shown to be a useful global indicator of mental health and predicts positive engagement and school success.

School Connectedness

School connectedness is the students' perceptions that their teachers care about them as a person and student, which is a known protective factor against involvement in risk behaviors and promotes positive development. The student average in school connectedness, T-score (57.74), was in the High Average range. Youths with high levels of school connectedness have been shown to have higher school grades, to feel safer at school, and to be less likely to engage in developmental risky behaviors.

Response Analysis

When asked how many of the questions were answered "honestly," the student average indicated All questions. In typical surveys of high school students, 90% indicate that they answered "all" or "most" items honestly. In addition, the survey included 7 items that are used to evaluate the authenticity of responses. The average student score (0.51) indicates that their CoVitality responses and scores can be considered Valid.

Appendix: Student Digital Portfolios

Every student at OMCHS keeps a digital portfolio with collections of their work and reflections from each class and program during high school. Here is a screenshot of one portfolio:



Appendix: PSAT Data

Appendix: Parent Involvement Calendar

OMCHS Parent Involvement Calendar	
School Events	
Back to School Night	September 2, 2021
Open House	February 10, 2022
Title I Annual meeting	September 16, 2021
Parent Meetings	
Parent Information Night	October 13, 2021
Parent Information Night	January 12, 2022
Parent Information Night	March 23, 2022
ELAC	
ELAC	September 9, 2021
ELAC	November 18, 2021
ELAC	January 27, 2022
ELAC	March 3, 2022
ELAC	May 5, 2022
School Site Council	
SSC	September 9, 2021
SSC	November 18, 2021
SSC	January 27, 2022
SSC	March 3, 2022
SSC	May 5, 2022
PTSA	
PTSA Meeting	September 13, 2021
PTSA Meeting	January 10, 2022
PTSA Meeting	March 14, 2022
PTSA Meeting	May 9, 2022

Appendix: The Griffin Cup

OMCHS Students are placed on mixed grade-level teams to play a school-wide game through the alludo platform. The missions include Tech Skills, School Spirit, Community, Academic Success, and Self-Care. The two screenshots below show the types of activities within the game.

The image displays two screenshots from the Alludo platform. The left screenshot shows a student's profile for Fernanda Ruiz Vargas, a member of the 'Y HOUSE OF CREATIVITY'. It includes her 'Latest Level Badge' (The Griffin Cup), her 'Account Balance' of 1575 (with +1575 CREDIT and 0 DEBIT), and a 'Relative Scoring' table. The right screenshot shows a detailed list of missions categorized under 'Tech Skills', 'School Spirit', and 'Community'.

Student Profile: Fernanda Ruiz Vargas
Y HOUSE OF CREATIVITY
1575 POINTS | 2 OUT OF 125

Latest Level Badge

The Griffin Cup

Account Balance
 1575
+1575 CREDIT | 0 DEBIT


Relative Scoring

#	Name	Score
1.	Beeyonzay Arevalo	1600
2.	Fernanda Ruiz Vargas	1575
3.	Griselda Cazares	1525
4.	danielle graham	1525
5.	Basant Gendi	1000

Special Badges

Missions List:

- ✓ Introduction to the Game (175 / 175)
- ✓ The Griffin Cup (1400 / 750)
- ✓ - Tech Skills (REQUIRED 125 / 100)
 - ✓ Join the Counseling Google Classroom* (REQUIRED 25)
 - ✓ Set-up Your Bookmark Bar* (REQUIRED 25)
 - ✓ Organize Your Google Drive* (REQUIRED 50)
 - ✓ Email Etiquette (25)
- ✓ - School Spirit (REQUIRED 175 / 100)
 - ▶ Wear College/Career Gear (3 Days) (25)
 - ✓ Participate in Fall Spirit Week! (50)
 - ▶ Participate in Red Ribbon Week! (25)
 - ✓ Participate in a Game with Your House Team (25)
 - ✓ Keep Our Campus Clean (25)
 - ▶ Attend Back to School Night (25)
 - ✓ Attend Open House (25)
 - ✓ School Spirit Art or Selfie (25)
 - ✓ Thank you Note or SM Shout Out to OMC Faculty/Staff (25)
- ✓ - Community (REQUIRED 350 / 250)
 - ✓ Make a Vision Board of Your Community Involvement Goals (25)
 - ✓ Participate in Meaningful Community Service (25)
 - ✓ Join a Club (25)
 - ✓ Take a leadership role (25)
 - ▶ Organize a Positive School Culture Event (100)
 - ▶ Participate in an Effective Student-led Study Group (25)
 - ✓ Help Your Family in a Meaningful Way (25)
 - ✓ Participate in a District-Wide Opportunity (25)
 - ▶ Meet with Your Counselor to Talk about Community Opportunities (25)
 - ✓ Make a PSA to Advocate for Yourself or Others (100)
 - ▶ Participate in an #OUSTuVoice Chat (25)
 - ▶ Facilitate an #OUSTuVoice Chat (100)
 - ✓ Update the Community Section of Your Digital Portfolio (25)
 - ✓ Participate in the Griffin Voter Survey (25)
 - ✓ Amplify Griffin Voters on Social Media or in Your Community! (50)




Fernanda Ruiz Vargas

Y HOUSE OF CREATIVITY

1575 POINTS 2 OUT OF 125

Latest Level Badge



The Griffin Cup

Account Balance


1575

+1575 CREDIT 0 DEBIT

Relative Scoring

#	Name	Score
1.	Beeyonzay Arevalo	1600
2.	Fernanda Ruiz Vargas	1575
3.	Griselda Cazares	1525
4.	danielle graham	1525
5.	Basant Gendi	1000

Special Badges



- ✓ Introduction to the Game 175 175
- ✓ The Griffin Cup 1400 750
- ✓ - Tech Skills REQUIRED 125 100
- ✓ - School Spirit REQUIRED 175 100
- ✓ - Community REQUIRED 350 250
- ✓ - Academic Success REQUIRED 600 200
- ▶ Attend Coffee with a Counselor 25
- ✓ Check your credits on StudentVue 25
- ✓ Show Significant Improvement in a Class 50
- ▶ Attend tutoring with a high school teacher 50
- ▶ Attend tutoring with Oxnard College 50
- ▶ Get Help on a Writing Assignment from the Oxnard College Reading and Writing Center 50
- ▶ Attend an Oxnard College Academic or Cultural Event 50
- ✓ Complete a Project or Major Assignment for School that You are Really Proud of 50
- ✓ Revise, resubmit, or retake a significant assessment to show improvement 25
- ▶ Check in with Your 4-year Plan 25
- ▶ Take a Virtual College Tour 25
- ✓ Find and Bookmark the yOURDigitalLibrary Website 25
- ✓ Meet yOUR Teacher Librarians 25
- ✓ View the yOUR Digital Library Mission and Vision Statement 25
- ✓ Give a Positive Shout Out to yOUR Digital Library 50
- ✓ Look up an eBook on the Junior Library Guild (JLG) eBook Stream 50
- ✓ Use the reading app Sora to find a book 50
- ✓ Log in to a Gale Database 25
- ✓ Find an Article about a Topic that Interests you in Gale 50
- ✓ Opposing Viewpoints and Britannica Chrome Extensions 50
- ✓ Read (or Listen to) an eBook on the Junior Library Guild (JLG) eBook Stream 100
- ✓ - Self-Care REQUIRED 150 100
- ✓ Participate in Mindful Movement 25
- ✓ Write a letter to your future self 25
- ▶ Start a Gratitude Journal 25
- ▶ Make a Self-Care Playlist 25
- ✓ Do a Random Act of Kindness 25
- ✓ Listen to a Podcast 25
- ✓ Watch a Documentary 25
- ✓ Create Art 25
- ▶ Walktober 2020! 100

* Required to unlock next level

AA Points earned by completed activity

BB Points to be earned by completing an activity

CC Points awaiting to be approved

DD Required points

Appendix Safer Things Digital Citizenship

All district students complete a gamified digital citizenship curriculum through the alludo platform, which honors voice and choice in their activities. You can see their options below. Each grade level has unique activities. The sample below is from the 11th grade version.

Erilyn Michel
Y HOUSE OF CREATIVITY
1175 POINTS 3 OUT OF 328

Latest Level Badge

Season 1

Relative Scoring

#	Name	Score
1.	Jessica Mendoza	1475
2.	Fernanda Ruiz Vargas	1400
3.	Erilyn Michel	1175
4.	Ariana Aguilar	850
5.	Shadow Ramirez	800

Special Badges

✓ The Upside Down	500	100
✓ Season 1	675	250
✓ - Smarter Online	REQUIRED	75
✓ Teen Voices: The Pressure to Stay Connected	25	
✓ DigCit Quiz	25	
▶ Intro to Media, Balance, & Well Being	25	
▶ Media, Balance, & Well Being: Well Being	25	
✓ An Intro to Privacy & Security	25	
▶ Privacy & Security: Real World Impact	25	
▶ Privacy & Security: Online Security	25	
▶ Intro to Digital Footprint and Identity	25	
▶ The Impact of Your Digital Footprint	25	
▶ Social Media: What I Really Do	50	
▶ Intro to News & Media Literacy	25	
▶ News & Media Literacy: Online Research	25	
▶ News & Media Literacy: Why Fake the News?	25	
▶ Cyber Drama: Its Effects	25	
✓ - Techy Things	300	125
✓ Chromebook Shortcuts/General use	25	
✓ Docs: Create a Doc and rename it	25	
✓ Docs: Format Text	25	
✓ Docs: Insert a Link	25	
✓ Slides: Create a Slide	25	
✓ Slides: Insert an Image	25	
✓ Drive: Create a folder in Google Drive	25	
✓ Classroom: Accessing your Assignments	25	
✓ Google Search	25	
✓ Download Google Classroom App/Canvas App	25	
✓ Download StudentSquare App/StudentVUE App	25	
✓ Bookmark Smarter Things (Alludo)	25	
✓ - Life Things	300	125
✓ Graduation Requirements	25	
✓ Driver's Education	25	
✓ What's a Credit Score? Why should I care?	25	
✓ Taxes 101	25	
✓ Writing a Resume	100	
✓ Tips for a Job Interview	25	
✓ College Bound - Scholarships	50	
✓ What is FAFSA?	25	

* Required to unlock next level

AA Points earned by completed activity

BB Points to be earned by completing an activity

CC Points awaiting to be approved

DD Required points

Appendix: OMCHS Student Pathway

Oxnard Middle College Pathway to Meet Graduation and A-G and Graduation Requirements:

8th grade		
		Optional Summer School: Personal Growth (College) High School Skills Class
9th Grade		
High School: English 89 Math 1 PE 1 AVID 1 Academic Enrichment 1	College: Art (Fall) Physical Geography- Science (Spring)	Optional Summer School: Communications (College)
10th grade		
High School: English 99 Math 2 PE 2 AVID 2	College: Language + History 160 (Fall) Language + Bio (Spring)	Optional Summer School: Political Science, Language or Other Humanity/Behavioral Science (College)
11th grade		
High School: Precalc AVID 3 Ethnic Studies/Health Intro to Comp/Chem Support	College: English + History 140 (Fall) Chem + Behavioral Science (Spring)	Optional Summer School: College PE, Language, or other college IGETC/AA option
12th grade		
High School: AVID Econ/Gov Calc Support/Academic Enrichment Elective?	College: English + Math (Fall) Behavioral Science + Humanity (or Physics)	

Oxnard Middle College WASC Self-Study Report 2022

As of 9/16/21, 75% of the WASC committee in 2019 reported that one Critical Area for follow-up was: “investigate additional extracurricular offerings.” As of 11/12/21, 80% of OMC students report involvement in extracurricular activities at the site, district or community groups.

Activity	Number of Students Participating
CIF Sports with Home School	16
Club or Community Sports	12
Dance Team at CIHS	7
Mariachi at CIHS	20
Other Music Program	3
Westminster Free Clinic	15
DRAGG	2
Global Trade and Logistics	3
Research with NBVC	1
Research with OC	1
Swap Meet Justice	11
Beach Clean-up	23
Mock Trial at CIHS	1
Other Community Service	33
MICOP	2
LULAC	3
Teen Center at NBVC	1
BRITE	4
Future Leaders of America	5
Ongoing Religious Groups	16
After School Job	15
OMC Wellness Club	9
OMC GSA	15
OMC Griffin Guild	12
OMC Peer to Peer Advocates	7
OMC Yearbook	26
OMC Latinx Vision	33
OMC PTSA	8
OMC School Site Council	7
OMC Principal's Advisory Committee	16
Oxnard Union Superintendent Advisory Committee	9
Oxnard Public Library Teen Council	4
CAUSE	2
Safe Passage	1
Food Share	1

Not currently involved

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Synergy Icons & Descriptions

Need to request an icon be added? Feel free to fill out our [request form >>](#)

Short Description	Icon	Short Description	Icon
Health Concern		Name Alert	
Discipline		Concurrent Student	
ELL		RFEP 1st Year	
SPED		RFEP 2nd Year	
Owes Money		RFEP 3rd Year	
Child Protection		RFEP 4th Year	
Migrant Student		18	
504 Plan		Note in past 72 hours	
14+ absences		Intras	
SARB		Student Contact Log in past 72 hours	
AVID		DLI	
Foster Youth		8/9 Summer	
Custody Alert		Runaway	
LTEL		Non-Legal Name Change	
Home and Hospital Teaching		IB Diploma Candidate	
Academy Student		IB Career Certificate Candidate	
Don't Change Schedule			
Upward Bound			
Homeless			

District Parent Survey Results:

English (1,540 Responses)

- The best form of communication (Top 2): 72% Text Alerts 57% Email
- Social media platform used most (top 2): 79% Facebook 62% Instagram
- The best method to participate in meeting/training: 54% both in-person/virtual 30% Virtual
- Best time to attend a meeting/training (top 2): 50% 6 - 7 p.m. 39% 5 - 6 p.m.
- Workshops/Topics most interested in (top 3): 69% College & Career 43% Financial Aid 34% Leadership Opportunities/Trainings

Spanish (473 Responses)

- The best form of communication (Top 2): 82% Text Alerts 43% Email
- Social media platform used most (top 2): 70% Whats App 69% Facebook
- The best method to participate in meeting/training: 55% both in-person/virtual 22% Virtual
- Best time to attend a meeting/training (top 2): 55% 6 - 7 p.m. 37% 5 - 6 p.m.
- Workshops/Topics most interested in (top 3): 57% College & Career 46% Social Media Guide for Parents to Support Teens 44% Financial Aid

OXNARD MIDDLE COLLEGE STAFF EXPERIENCE 2020-2021

OMCHS Certificated Staff Experience		
2021-2022		
Years	Total Years in Education	Years with OUHSD
	# of Staff	# of Staff
1-10	6	8
11-20	1	0
21-30	2	1

OMCHS Staff Demographics		
Ethnicity	2021-2022	
	# of Staff	% of Staff
Hispanic/Latinx	8	67%
White	3	25%
Asian	1	8%

OMCHS Classified Staff Experience		
2021-2022		
Years	Total Years in Education	Years with OUHSD
	# of Staff	# of Staff
1-10	2	2
11-20	1	1

OMCHS Classified Staff Education
2021-2022

Oxnard Middle College WASC Self-Study Report 2022

	# of Staff
Bachelors	2