

Oxnard Union High School District Oxnard Middle College High School

Grades 9 through 10
Maricruz Hernandez, Principal
Maricruz.hernandez@oxnardunion.org



4000 South Rose Avenue
Oxnard, CA 93033-6699
PH: (805) 278-5521 FAX: (805) 278-5521
www.oxnardunion.org/omchs
CDS #: 56725460136804

2018-19 School Accountability Report Card

Published January 2020

Oxnard Union High School District
309 South K Street
Oxnard, CA 93030-5212
(805) 385-2500

Website Address

www.oxnardunion.org

2019-20 Board of Trustees

Karen M. Sher
President

Gary Davis, Ed.D.
Vice President

Beatriz R. Herrera
Clerk

Wayne Edmonds
Member

Steve Hall, Ed.D.
Member

District Administration

Penelope DeLeon, Ed.D.
Superintendent

Tom McCoy, Ed.D.
Assistant Superintendent
Educational Services

Jeff Weinstein
Assistant Superintendent
Business Services

Contents

Principal's Message
School Description
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Principal's Message

I would like to express to you how honored I am to serve our community as Principal at Oxnard Middle College High School, "Home of the GRIFFINS". We have a very experienced and knowledgeable staff that is dedicated to ensuring our students receive a high-level education and prepares and supports them in their high school and college classes. Our strong partnership with Oxnard College provides our students access to courses that will allow them to earn an AA or AS degree while completing their high school diploma.

Our vision is to prepare students to innovate, think critically, communicate, and reach their personal and academic potential. With a strong school to parent relationship we can prepare our students for whatever they want to do in life.

Our school has an outstanding staff of dedicated professionals committed to teaching, guiding and serving students, parents and the community. Our students have access to the most recent and proven technology to provide an outstanding education that includes the latest teaching techniques. OMCHS accomplished many goals last year. Our school received accreditation until 2022, our curriculum is A-G approved, our students completed on average 90 credits last year which included classes completed during the summer of 2018 and 2019, percent of attendance during 2018-19 was 98%. Altogether our student and staff have proven that OMCHS is an outstanding institution that can accomplish the highest academic standards.

This year we have access to extra facility space to the benefit of our students. We have access to a multipurpose room and more classroom space. Teachers selected new student desks that better serves the needs of students. Wi-fi access points have been installed in every classroom and in the main office. Our facilities are scheduled to receive new flooring the last week of November.

Our freshman and sophomore students participate in AVID and 100% of them are enrolled in college classes. I believe that with a strong school-to-parent relationship there is nothing that we cannot accomplish together. I would like to invite you to become involved and join any of our parent organizations such as SSC, ELAC and attend "coffee with the Counselor". I strongly encourage parents to check on your student's progress, grades, attendance and activities through Parent Vue. We are regularly sending updates via Parent Square, please activate your account if you have not done so.

I am looking forward to working with you to develop a strong partnership that will enhance your son/daughter's educational experience here at OMCHS.

Most respectfully,
Maricruz Hernández
Principal

School Description

Oxnard Middle College High School is located in the southern region of Oxnard and serves students in grades nine through ten following a traditional calendar. At the beginning of the 2018-19 school year, 39 students were enrolled, including 7.7% in special education, 2.6% qualifying for English Language Learner support, and 66.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	2.60%	Grade 9	39
Amer. Indian or Alaska Native	0.00%	Grade 10	0
Asian	7.70%	Ungraded	0
Filipino	5.10%		
Hisp. or Latino	71.80%		
Native Hawaiian or Pacific Islander	0.00%		
White	10.30%		
Two or More Races	2.60%		
Students with Disabilities	7.70%		
Socioeconomically Disadvantaged	66.70%		
English Learners	2.60%		
Foster Youth	0.00%		
Homeless	0.00%		
Total Enrollment			39

Student Achievement

Physical Fitness

In the spring of each year, Oxnard Middle College High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	13.5	40.5	45.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering

California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

There are no CAASPP results shown in this report as there are no 11th grade students at OMCHS. However, 9th grade students took interim assessments in 2018-19. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group or simply attending school events.

Parents stay informed on upcoming events and school activities through school website, personal phone calls, electronic Friday updates, teacher websites, and Parent Square. Contact any school office member at (805) 278-5521 for more information on how to become involved in your child's learning environment.

Committees

English Learner Advisory Council
 School Site Council
 Superintendent's Advisory Parent Group
 WASC Parent Committee

School Activities

Awards Nights
 Back to School Night
 Board Recognition
 Coffee with the Counselor
 Open House
 Parent Orientation
 Student Orientation

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oxnard Middle College High School is located on the Oxnard College campus; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Oxnard College maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and college staff to communicate non-routine maintenance requests.

Every morning before school begins, college campus security officer(s) inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Oxnard Middle College High School. The custodian is responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	0
Acreage	0
Square Footage	0
	Quantity
Permanent Classrooms	0
Portable Classrooms	5
Restrooms (sets)	3
Multipurpose Room(s)	1
Main Office	1
Storage Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. All staff monitor the campus entrance area and designated common areas before school, during lunch, and during dismissal to monitor student activities and behavior. During school hours, all visitors must sign in at the school's office.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oxnard Middle College High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2020.

Classroom Environment

Discipline & Climate for Learning

Oxnard Middle College High School's discipline policies are based on a Multi-Tiered System of Supports approach to social, emotional and behavioral support. This school-wide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Disciplinary intervention is managed by school administration in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	0.0	0.0	2.6
% Students Expelled	0.0	0.0	2.6
	District		
% Students Suspended	6.3	5.2	6.2
% Students Expelled	0.2	0.1	0.3
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	20.0	2		
Mathematics	20.0	2		
Science				
Social Science				

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Dropout & Graduation Rates

Oxnard Middle College High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring test results and performance, parent conferences, counseling, independent study, and referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from Oxnard Middle College High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, adult school, Condor High School (independent study) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Oxnard Middle College High School.

In the following Dropout & Graduation Rates table, 2017-18 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	15-16	16-17	17-18
Dropout Rate		0.0%	0.0%
Graduation Rate		0.0%	0.0%
	District		
	15-16	16-17	17-18
Dropout Rate	8.3%	7.1%	7.1%
Graduation Rate	83.7%	85.6%	84.9%
	State		
	15-16	16-17	17-18
Dropout Rate	9.7%	9.1%	9.6%
Graduation Rate	83.8%	82.7%	83.0%

For the formula to calculate the 2017-18 and 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oxnard Middle College High School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Oxnard Middle College High School held staff development training devoted to:

- WASC Focus
- PSAT Training
- AVID Training
- Testing
- Student Data
- LCAP
- Active Assailant Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Oxnard Middle College High School supports ongoing professional growth throughout the year on early release days. Teachers meet as a collaborative unit to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff

development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 and 2019-20 school years, Oxnard Middle College High School's teachers had the opportunity to attend the following events hosted by the Oxnard Union High School District:

2018-19 Training:

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- Mathematics
- Social Science
- iLit Training

2019-20 Training:

- Multi-Tiered System of Supports (MTSS)
- iLit Reading Intervention
- SkillsUSA Training for Career Pathways
- Edge Training for ESL Students
- Curriculum Design for Dual Language Immersion
- Textbook Pilot Training for Science and ELA
- Math Leadership Network
- Digital Broadcast
- Ethnic Studies Curriculum Development
- Dual Immersion Textbook Pilot Training
- VC Innovates
- AP Spanish Committee Test Development
- Next Generation Science Standards (NGSS)
- Library Learning Day
- AVID Elective Focused Note-Taking
- Data Chats for Common Assessments, Corrective Teaching, and Engagement
- Google Platform Training
- PLC Summer Curriculum Planning, Common Syllabi, Technology Use, Student Engagement
- Positive Behavioral Interventions & Supports (PBIS)

Oxnard Middle College High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
1	1	2

Instructional Materials

All textbooks used in the core curriculum at Oxnard Middle College High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 25, 2019, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #19-44 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent

with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2008	Bedford Fremont and Worth, <i>The Language of Composition: Reading, Writing, Rhetoric Student</i>	0 %
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2016	Pearson, <i>The Longman Reader</i>	0 %
2007	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>	0 %
Foreign Languages		
2011	Better Chinese Limited, <i>Discovering Chinese</i>	0 %
2007	EMC Paradigm, <i>Que Chevere 1, 2, 3</i>	0 %
2003	Holt, <i>Ven Conmigo</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2007	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2007	McDougal Littell, <i>En Espanol</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Gramatica</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Lectura</i>	0 %
2004	Prentice Hall, <i>Momentos de los literaturas hispanicas</i>	0 %
2003	Prentice Hall, <i>Sendas Literarias 1 & 2</i>	0 %
2015	Vista Higher Learning, <i>D'accord (French)</i>	0 %
2008	Vista Higher Learning, <i>Imaginez: le francais sans frontieres (IB)</i>	0 %
Health		
2007	Pearson Prentice Hall, <i>Health</i>	0 %
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Psychology - Principles in Practice</i>	0 %
2010	Houghton Mifflin Harcourt, <i>Sociology: The Study of Relationships</i>	0 %
2007	Kennedy, <i>American Pagaent</i>	0 %
2007	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	McGraw Hill, <i>Economics: Principles, Problems and Policies</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>The Western Heritage Since 1300 (AP European History)</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2007	Prentice Hall-Longman, <i>American Government Continuity & Change (AP Course)</i>	0 %
1999	Steck-Vaughn, <i>Fearon's American Government</i>	0 %
2007	Wadsworth, <i>AP Psychology</i>	0 %
2010	Worth Publishers, <i>Myers Psychology Second</i>	0 %

Edition for AP		
Mathematics		
2004	Brooks/Cole, <i>Physics: Calculus</i>	0 %
2013	CPM Educational Program, <i>Core Connections, Integrated 1</i>	0 %
2015	CPM Educational Program, <i>Core Connections, Integrated 2</i>	0 %
2016	CPM Educational Program, <i>Core Connections, Integrated 3</i>	0 %
2004	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2002	Holt McDougal, <i>Economics</i>	0 %
2005	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2006	Houghton Mifflin, <i>PreCalculus with Limits, A Graphing Approach</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 1</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 2</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas, Integrated Math 1, 2 & 3</i>	0 %
2007	W. H. Freeman, <i>The Practice of Statistics</i>	0 %
Science		
2007	Addison Wesley, <i>Biology: Concepts & Connections</i>	0 %
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2012	Cengage Learning, <i>Living in the Environment</i>	0 %
2007	College Board, <i>Biology: Principles of Life, AP Edition</i>	0 %
2007	Current Publishing, <i>Life on an Ocean Planet</i>	0 %
2007	Delmar Cengage Learning, <i>Agriscience, Fundamentals and Applications</i>	0 %
2007	Freeman & Company, <i>AP Biology: Principles of Life</i>	0 %
2006	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Environmental Science</i>	0 %
2006	J. Wiley & Son, <i>Fundamentals of Physics</i>	0 %
2008	McDougal Littell, <i>Introductory Chemistry: A Foundation</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
2007	Prentice Hall, <i>Chemistry</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements visit the University of California website at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, visit the CSU Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2017-18 Graduates who Completed all Courses Required for UC/CSU Admission	

Workforce Preparation

Students in grades nine through ten receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan; the counselor meets at least once a semester with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses.

Career Education Center (CEC) Programs are offered in partnership with the County Office of Education.

During the 2018-19 school year, Oxnard Middle College High School offered a Medical Terminology Capstone class. Students are also able to enroll in college courses simultaneously and can complete an AA degree by the end of their senior year at the time of graduation.

The CTE table in this report shows the total number of students participating in the district's CTE courses. For more information on career technical programs, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2018-19	
Total number of students participating in CTE programs	22
Percentage of students completing CTE program and earning a high school diploma	0.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0 %

Professional Staff

Counseling & Support Staff

Oxnard Middle College High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Oxnard Middle College High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	1	0.2
Psychologist	1	*
School Resource Officer (SRO)	1	*

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2018-19 school year, Oxnard Middle College High School had 3 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	0	3	4	699
Teachers With Full Credentials	0	3	4	695
Teachers Without Full Credentials	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	94
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	94
Vacant Teacher Positions	0	0	0	5

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	State Average of Districts in Same Category	
	District	
Beginning Teacher Salary	\$53,785	\$52,466
Mid-Range Teacher Salary	\$96,547	\$87,373
Highest Teacher Salary	\$104,556	\$109,803
Superintendent Salary	\$220,420	\$241,221
Average Principal Salaries:		
Elementary School	N/A	N/A
Middle School	N/A	\$142,025
High School	\$148,258	\$153,904
Percentage of Budget:		
Teacher Salaries	33%	33%
Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2017-18 school year, Oxnard Union High School District spent an average of \$11,872 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Career Technical Education Incentive
- CA Partnership Academies: Green & Clean Academies
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & State		% Diff. School & State
			Dist.	State	
Total**	N/A	N/A	N/A	N/A	N/A
Restricted	N/A	N/A	N/A	N/A	N/A
Unrestricted	N/A	\$8,470	0.00	\$7,507	0.00
Average Teacher Salary	N/A	\$90,194	0.00	\$88,538	0.00

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oxnard Middle College High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Oxnard Middle College High School's SARC and access the internet at any of the county's public libraries. The closest public library to Oxnard Middle College High School is South Oxnard Center Branch Library, a branch of Oxnard Public Library.

Address: 4300 Saviers Road, Oxnard
 Phone Number: (805) 247-8937
 WebSite: <http://www.oxnard.org>
 Number of Computers Available: 57

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2019. Data to prepare the school facilities section were acquired in November 2019.