



School Plan for Student Achievement 2023-2024

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on June 2022.

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the 2021-2022 SSC is as follows:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Maricruz Hernandez	X				
Lisette Sandoval			X		
Jamie Scholl		X			
Patricia Perez				X	
Tafari Brown				X	
Joaquin Garcia					X
Number of members in each category	1	1	1	2	1

English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Maricruz Hernandez	X				
Myriam Cervantes				X	
Tereza Salazar				X	
Leslie Cervantes				X	
Veronica Gonzales				X	
Lisete Sandoval			X		
Total Members	1		1	4	

The name of the parent ELAC representative to SSC is: Myriam Cervantes

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Myriam Cervantes, President
English Learner Advisory Committee

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: April 11, 2022.

Attested:

Maricruz Hernandez, Principal

Date

Patricia Perez, SSC Chairperson

Dat

District information

The 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 serving the cities of Oxnard (the largest city in beautiful Ventura County), Camarillo (a picturesque community set against the foothills), and Port Hueneme (home of the CBC Naval Base and the largest commercial port between Los Angeles and San Francisco).

Oxnard Union High School District serves the communities of Oxnard, Port Hueneme and Camarillo which have been impacted dramatically by the COVID-19 pandemic. In an environment where 68% of students qualify for free and reduced lunch, many parents and families were additionally impacted by job loss. Students in the District were asked to take part time and full time jobs to assist their families or to become heads of household, supervising younger siblings whose elementary schools have closed. Emotional impacts were experienced by students and families in the District, including isolation, illness, and loss of family members due to COVID 19.

Oxnard Union High School District changed the structure of lesson delivery and services provided to students significantly in response to COVID 19. During the 2021-2022 school year students at OUHSD returned to school full time in person. OUHSD continues to follow the guidelines of Ventura County health Department. Counseling and social emotional supports were provided to students via Counselors and Student Wellness Specialists.

For the 2021-2022 school year, 70.8% of students districtwide qualified as Socioeconomically Disadvantaged, 14.4% of the students are classified as English Language Learners, 0.4% of students were identified as Foster Youth and 7.5% as homeless youth.

During the 2021-2022 school year, districtwide there were 17,327 students enrolled as of October 2020, consisting of 81 % Hispanic, 1.3% American Indian or Alaska Native, 1.7% Asian, 0.2% Pacific Islanders, 3.3% Filipino, 1.2% African American, 10% White and 2.3% Two or More Races.

2021-2022 District Wide Student Enrollment by Ethnicity

Data Source: Dataquest 2021-2022

Ethnicity	Enrollment
African American	200
American Indian or Alaska Native	22
Asian	292
Filipino	571
Hispanic or Latino	14,268
Pacific Islander	32
Two or More Races	403
White	1,604
Not Reported	2
Total	17,394

2021-2022 Districtwide Student Enrollment by Grade Level

Data Source: Dataquest 2021-2022

Grade	Enrollment
Grade 9	4,216
Grade 10	4,530
Grade 11	4,266
Grade 12	4,382
Total	17,394

2021-2022 Districtwide Student Enrollment by Subgroup

Data Source: Dataquest 2021-2022

Subgroup	Enrollment
English Learners	2,659
Foster Youth	62
Homeless Youth	929
Migrant Education	303
Students with Disabilities	2,445
Socioeconomically Disadvantaged	11,919
All Students	17,394

District Local Control and Accountability Plan (LCAP) Goals

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

Goal 2: College & Career 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.

Goal 3: Multi-Tiered Systems of Intervention & 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.

School Information

Oxnard Middle College High School, which is located on the campus of Oxnard College, officially opened during the summer of 2018. OMCHS will continue to add another class of Griffins every year until reaching full enrollment of 9th-12th grades in 2021- 2022. All OMCHS students are part of a dual enrollment pathway with a combination of high school and Oxnard College classes each year. This model offers students access to a high school diploma and associate's degree or community college general education requirements at the end of 12th grade.

During the 2021-2022 school year, district teachers came back to teach in person 100%. Adjustments in the delivery of instruction during distance learning had a big impact on the implementation of technology in the classroom. Teachers and students are now more knowledgeable of implementing technology tools, applications and teaching strategies to support student learning. Pacing calendars were reviewed and power standards were selected in core academic areas to deliver targeted instruction. Teachers at OMCHS adopted the practice of posting weekly agendas on the school's website for students and parents to have access to the weekly assignments in each class.

OMCHS aligns its 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.

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.

School Vision

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

School 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.

OMC Student Enrollment by Ethnicity

Data Source: Dataquest 2021-2022

Ethnicity	Enrollment
African American	2
American Indian or Alaska Native	0
Asian	4
Filipino	9
Hispanic or Latino	128
Two or More Races	6
White	9
Total	158

OMC Student Enrollment by Grade

Data Source: Dataquest 2021-2022

Grade	Enrollment
Grade 9	48
Grade 10	47
Grade 11	29
Grade 12	34
Total	158

OMC Student Enrollment by Subgroup

Data Source: Dataquest 2020-2021

Subgroup	Enrollment
English Learners	5
Foster Youth	0
Homeless Youth	1
Migrant Education	0
Students with Disabilities	4
Socioeconomically Disadvantaged	85
All Students	158

Comprehensive Needs Assessment

Oxnard Middle College High School completed a comprehensive needs assessment survey of all students enrolled, which included the analysis of student performance in relation to the state academic content standards. The data was shared with parents during ELAC and School Site Council and the needs assessment was reviewed with parents. The data was shared with staff during collaboration and staff meetings. Parents, students, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- Youth Truth Survey
- Analysis of Student Performance Data:
- CAASPP
- ELPAC
- Interim Assessments
- Attendance Rates
- Students high school GPA's and credits earned
- Students college GPA and units earned

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Violence Prevention, Bully Prevention, and Student Safety

Oxnard Middle College High School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The district's Student Services Department works with school administrators to provide resources and support for both students and parents.

During the 2022-23 school year, Oxnard Middle College High School will provide the following programs for its students (and parents as applicable):

- Parent Project Classes
- Police Officer/s on campus (OC)
- Co-vitality Survey
- Youth Truth Survey

Nutrition Programs

The Oxnard Union High School District Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the District's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee shall appoint a school health council or other district committee whose membership shall include representatives of these groups. He/she also may invite participation of

other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate.

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs and summer learning programs.

All students in grades 9-10 shall be provided opportunities to be physically active on a regular basis. for moderate to vigorous physical activity shall be provided through physical education courses and may also be provided through, summer learning programs, programs encouraging students to walk, in-class physical activity breaks.

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

Professional development shall be regularly offered to physical education teachers, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school websites, and/or other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

OUHSD students, whether they are participating in in-person/hybrid instruction or in distance learning are provided healthy options for their breakfast and lunch. Nutrition Services menus offer a variety of good fresh food options including locally grown fresh vegetables and fresh fruits with every meal. All menus follow strict requirements for calories, saturated fat, sugar, sodium and whole grains outlined in the Healthy Hunger Free Kids Act.

Oxnard Middle College High School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

- **Fresh Fruit and Vegetables Program** - administered by the Department of Agriculture's Food and Nutrition Service. The grant-funded program provides participating elementary school students with a variety of free fresh fruit and vegetable snacks throughout the school day as a supplement to (and not part of) the school breakfast and school lunch programs, and to teach students about good nutrition and as well as combat childhood obesity.
- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children at reasonable prices.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **Farm-School Alliance Program** – This program will be used to promote fresh fruits and vegetables in school

menus.

Extended Learning Programs

During the 2022-23 school year, Oxnard Middle College High School will offer the following extended learning programs to students enrolled:

- Tutoring
- GSA Club
- Latinx Club
- Mariachi
- Griffin Guild
- Peer to Peer Advocates
- Yearbook Club
- Community Service

All students will meet with their teachers on a daily basis and following the master schedule and the bell schedule and will participate in regular in-person instruction every day. Class periods are scheduled for 90 minutes Monday through Friday. The schedule at Oxnard Middle College allocates time during the school day for students to participate in College Classes. In all classes teachers are utilizing Canvas to assign and collect student work for feedback. Ongoing formative assessment will take place for checking for understanding and student progress.

Students are submitting assignments via Canvas for teacher feedback. Teachers will continue maximizing the use of technology tools to support students academically.

OMCHS' Counselor will be hosting in person presentations and will continue hosting virtual sessions for students and parents.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council Approval Date	Local Board Approval Date
Oxnard Middle College HS	56725460136804	April 11, 2022	June 2022

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

The School Plan for Student Achievement (SPSA) for Oxnard Middle College High School is a plan of actions to raise the academic performance of all students. California Education Code section 41507, 41572, and 64001 and the Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the School Plan for Student Achievement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups performing below average.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goals reflected on OMCHS' SPSA plan are aligned to the district's LCAP plan. In developing the schools goals feedback from students, staff and parents was compiled and student achievement data was reviewed. The goals included in the school plan are designed to increase and improve services for EL, LI, and FY youth. Increased and/or improved services include, but are not limited to: Professional Development to support EL student achievement; technology devices and technology based lessons; college readiness, safe school plans, improved parent communication and opportunities for parent engagement. Additionally, School Site Plan allocates Title I funds to provide additional services to EL, LI and Foster Youth students based on local student data.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

As part of the planning process to developing the School Site Plan for Oxnard Middle College student performance data was reviewed by the staff and the School Site Council. Priorities for the 2022-2023 school year were discussed at the School Site Council meeting on March 17, 2022. The budget for the

2022-2023 school year was allocated to each service listed in the School Site Plan. During the April 11, 2022 meeting, School Site Council reviewed the School Plan for Student Achievement and the budget allocation and approved the plan for the 2022-2023 school year. Signature page included.

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	April 11, 2022

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

NA

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Instruction: Oxnard Middle College will utilize stakeholder input to develop and implement instructional program that supports the high school diploma as a minimum and provides college and career readiness to every student through accessible, engaging, equitable, and rigorous curriculum and instructional practices.

Identified Need:

Local indicators indicate that not all students are performing at college and career ready levels and that achievement gaps exist between pupil subgroups especially students identified as low income. This was identified when reviewing summative CAASPP data for 2021 school year. This is noticeable specially in the area of Mathematics.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Academic Indicator, CAASPP English Language Arts.	87.51% of students performing standard met or <i>Standard exceeded</i> in ELA 86.95% of Low-Income students performing standard met or <i>Standard exceeded</i> in ELA	The percent of LI students scoring standard met or standard exceeded will increase by at least .5%
Math Academic Indicator, CAASPP Mathematics.	40.63% of students performing standard met or <i>Standard exceeded</i> in Mathematics 26.08% of Low-Income students performing standard met or <i>Standard exceeded</i> in Mathematics	The percent of LI students scoring standard met or standard exceeded will increase at least by 5%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low income students and all students.

Strategy/Activity

Students will have access to extra testing SBAC practice in the area of Mathematics. Mathematics Teachers will have time to collaborate to review data from practice test and discuss strategies and supports to students on improving in their math skills and test taking skills. Mathematics teachers will also collaborate with administration in reviewing student data that will support students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1500	Title 1

Strategy/Activity 2
Strategy/Activity

Students will have access to testing support specifically in the area of mathematics. Two four-hour sessions of extra support will be designated in the form of Saturday Math Boot Camps prior to students participating in the test.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$800	Title 1

Annual Review:**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. N/A – First year of implementation.

This is the first year that 11th grade students participated in CAASPP for ELA and Mathematics. Student Achievement data shows that Low Income students are underperforming in compared to all students in the Mathematics SBAC exam. Data from 9th and 10th grade practice interim assessments will be analyzed to identify how to better support students demonstrate skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Mathematics teachers will have time to collaborate and review student achievement data. Funds have been allocated for the collaboration specific to SBAC math data analysis and planning of students support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The baseline for this goal is set up during the 2021-22 school year based on CAASPP results. 2021-22 was the first year that OMC students participated in the assessment and prior to this year the data available was the results from Interim Assessments.

Goal 2:

College & Career Readiness - Oxnard Middle College High School will provide College, Career and Life Readiness opportunities and experiences for Every student prior to high school graduation.

Identified Need:

Local indicators indicate that not all students are performing at college and career ready levels and that achievement gaps exist between all students and low-income students.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student achievement data. Student meeting A-G requirements.	8% of students earning lower than 3.0GPA and not meeting A-G requirements.	Lower the percent of students earning less than a 3.0GPA from 8% to 5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low income students and all students.

Strategy/Activity

Students will have access to mathematics tutoring during the AVID and Academic Enrichment class and after school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2500	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low income students and all students.

Strategy/Activity

Students will have access to fieldtrips to universities. Tours will be guided by college students with the goal to provide students information on different college systems, and student role models that are currently attending college.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8000.00	Title 1

Annual Review:

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Tutoring:

Offering Tutoring services to students is very successful at OMC. Data shows that 5.2% of students were earning D's and F's during first quarter of S1, 2021-22. Data shows that only 2.8% of students earned D's and F's at the end of semester 1 2021-2022. The same trend was found during semester 2 of the 2021-2022 school year. Data shows that 5.1% of students were earning D's and F's during third quarter of the 2021-22 school year. Data shows that only 2.5% of students earned D's and F's at the end of semester 2, 2021-2022. Making tutoring services students when at risks has shown a decline in the percent of students earning D's and F's.

University Field Trips:

There is no quantitative data for this goal. Parents and students have provided input in making this service available to students. The 12th grade students will be surveyed this year to set a baseline as to the percent of the students that found the university fieldtrips beneficial. University fieldtrips were cancelled during the last two years due to COVID 19.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation was for students at OMC to have access to tutoring with AVID Tutors the entire year. Unfortunately, we did not have AVID Tutors available until April 2022. High School students were recruited to serve as AVID Tutors. Currently this system is being implemented successfully to provide support to students in grades 9th and 10th. There is no fiscal impact when high school tutors are recruited.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal is to have AVID Tutors hired since the beginning of the year to provide support to 11th grade students in the area of Mathematics. 11th grade students will also be advised and encouraged to take advantage of tutoring with Oxnard College tutors in regards to their college classes.

Goal 3:

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.

Identified Need:

Data shows that students are in need of extra social and emotional support and extra counseling services. Youth Truth survey data is used to identify this need.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student response to Youthtruth Survey	Belonging and Peer collaboration 81%	Increase the percent of students in belonging and Peer collaboration from 81% to 85%
Student response to YouthTruth Survey	Percent positives on Engagement 81%	Increase the percent of students scoring positives on Engagement from 68% to 85%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Social Emotional Support will be provided to all students by Student Wellness Specialist

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Academic Counseling and College and Career Support to students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Title I

Annual Review:

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student Wellness Specialist offered students services to provide social emotional support to all students. Monthly campaigns, student recreational events, fieldtrips, school activities, Caring Closet and other school events were hosted during the 2021-2022 school year. Youth Truth data shows that the percent of students in the area of belonging and Peer Collaboration increased from 62% in 2020-2021 school year to 81% during the 2021-2022 school year. Academic Counselor hosted several activities for students to provide college and career readiness information and provided students with information on extra-curricular activities. More students are now engaged in school activities. In the area of engagement, the percent increased from 68% to 81% during the 2021-2022 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

OMCHS increased services to students in the areas of Academic Counseling and Social Emotional Counseling. A Student Wellness Specialist was hired during the 2021-2022 school year. A full time

Academic Counselor was hired during the 2021-2022 school year. No fiscal impact to the school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No adjustments will be made to this goal.

Centralized Support for Planned Improvements in Student Performance

The purpose of this section of the SPSA is to outline centralized services the district is providing to each of its high school sites. Centralized services are those activities paid for out of funds allocated to the school by the Consolidated Application but managed by central office administrators and intended for planned improvements in student performance.

The district will support students making higher achievement gains through the actions and related expenditures described below. The following actions and related expenditures support the identified site program goals and will be performed as a centralized service:

Activity	Activity Dates	Funding Source
District Parent Liaison – Supplemental services for parents at sites and district level, coordinating various workshops, Health & Wellness Fair, Fall College Focus Conference, Spring event preparing for college and career.	2022-2023	Title I Funds
Director English Learner Services – Responsible for management and educational functions associated with English Learners, Migrant Education, Title I, EIA/LEP, and other categorically funded programs designed to provide academic support for high school students.	2022-2023	Title I Funds
Director's Secretary – Supports the Director with the coordination and management associated with English Learners, Migrant Education, Title I, EIA/LEP, and other categorically funded programs.	2022-2023	Title I Funds

Other Federal, State and Local Funds

The School Site Council intends for Oxnard Middle College High School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2021-22 Carryover	\$0
Title I 2022-2023	\$12,000.00
Title III 2022--23	\$0

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocations
	\$0.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$0.00**

References

Parent Involvement Calendar

OMCHS Parent Involvement Calendar 2022-2023	
School Events	
Back to School Night	September 1, 2022
Open House	March 2, 2023
Title I Annual meeting	September 22, 2022
Parent Meetings	
Coffee with Counselor/Principal	October 27, 2022
Coffee with Counselor/Principal	January 12, 2022
Coffee with Counselor/Principal	March 30, 2022
ELAC	
ELAC	October 20, 2022
ELAC	December 1, 2022
ELAC	January 19, 2023
ELAC	March 23, 2023
ELAC	April 27, 2023
School Site Council	
SSC Meeting	September 22, 2022
SSC Meeting	October 20, 2022
SSC Meeting	December 1, 2022
SSC Meeting	January 19, 2023
SSC Meeting	March 23, 2023
SSC Meeting	April 27, 2023
12th Grade Parent Nights	
Senior Parent Night	August 18, 2022
FAFSA/CADAA Night	October 2022 (Exact date TBA)
Post Graduation Information Night	March 14, 2023
PTSA Meetings	
(The meetings calendar will be available August 2022)	

School activities are also available on the school's website calendar page located at <https://www.oxnardmiddlecollege.us/calendar>

Professional Development Plan

Certificated staff and classified staff have attended training opportunities sponsored by the Ventura County Office of Education, Oxnard Union High School District and other agencies; training activities were aimed to support academic achievement. During the 2022-23 school year, All staff will attend the workshops sponsored by the Oxnard Union High School District, the Ventura County Office of Education, and other agencies. Staff development for the 2022-23 school year at Oxnard Middle College High School will be focused on the following:

- Strategies to support students
- AVID Practices
- Instructional Practices
- Online Teaching Tools
- Grading practices

School Accountability Report Card

The School's Accountability Report Card for the 2020-2021 school year is included in the Appendix.

The site will have a 2021-2022 School Accountability Report Card published and available in February 2023 which will be located on the district's website.

Oxnard Middle College High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Oxnard Middle College High School
Street	4000 S. Rose Ave.
City, State, Zip	Oxnard, CA 93033
Phone Number	805.278.5521
Principal	Maricruz Hernandez
Email Address	Maricruz.Hernandez@oxnardunion.org
School Website	www.oxnardmiddlecollege.us
County-District-School (CDS) Code	56 72546 0136804

2021-22 District Contact Information

District Name	Oxnard Union High School District
Phone Number	(805) 385-2500
Superintendent	Dr. Tom McCoy
Email Address	Thomas.McCoy@oxnardunion.org
District Website Address	www.oxnardunion.org

2021-22 School Overview

Principal's Message:

It is an honor 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. Oxnard Middle College offers all students a small and welcoming environment where students have access to academic and social/emotional support.

At Oxnard Middle College we offer students a learning environment in which faculty, staff and community members hold high academic, extracurricular and behavioral standards for our students. 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 are preparing our students to be successful in reaching their personal and academic goals after high school.

Our school has faculty and 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. At Oxnard Middle College teachers implement teaching strategies to enhance student engagement and provide students what we believe is the best educational experience. Our curriculum is A-G approved. Our school has a strong culture of collaboration and our teachers maximize collaboration time with student data analysis to inform instruction. Our students have access to earning 70 credits minimum every year. All of our students have access to taking college classes every semester and during the summer.

Our attendance rate during the 2021-2022 school year was higher than 97%. I am happy to inform our GRIFFIN Family that our students are enjoying new desks this year. Returning back to in person education after school closing due to COVID 19, every classroom was equipped with an air filtration system.

100% of our students 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 parents to become involved and join any of our parent organizations such as SSC, ELAC, PTSA and attend the regular informational meetings such as Coffee with the Counselor, FAFSA and College nights. I want to encourage parents to check on your student's progress, grades, attendance and activities through

2021-22 School Overview

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

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 Description

Oxnard Middle College High School is the newest addition to the Oxnard Union High School District. 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. Our maximum enrollment is about 200 students and we are expecting to be at full capacity during the 2022-2023 school year.

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 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	49
Grade 10	35
Grade 11	35
Total Enrollment	119

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	73.1
Male	26.9
Asian	3.4
Black or African American	2.5
Filipino	3.4
Hispanic or Latino	81.5
Two or More Races	2.5
White	6.7
English Learners	0.8
Socioeconomically Disadvantaged	62.2
Students with Disabilities	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 29, 2021, 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 No. 21-34 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 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.

Students at OMC are provided with a lap top and have access to a hot spot device if requested. The district's technology department provides support to students if their device malfunctions. Additionally, OUHSD provides information to parents and students on how to access resources available to them such as low cost internet and insurance for their device.

Year and month in which the data were collected	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2020 Bookhead Ed Learning LLC, Studysync 2007 Bedford/St. Martin, The Language of Composition 2016 Pearson/Longman, The Longman Reader 2016 McDougal Littell, English A: Language and Literature Course Companion 2016 iLit 45	Yes	0
Mathematics	2016 Holt McDougal, Big Ideas Integrated Math 1 2016 HOUGHTON MIFFLIN HARCOURT, Big Ideas Integrated Math 2 2016 HOUGHTON MIFFLIN HARCOURT, Big Ideas Integrated Math 3 2016 McDougal Littell, Calculus of a Single Variable 2016 D.C. Heath and Company, Pre-Calculus with Limits: A Graphing Approach 4th Edition 2003 Southwestern Educational Publishing, Business Math 2018 Bedford, Freeman &Worth, The Practice of Statistics (Yates, Moore, and Starnes) 2020 Bootstrap; https://bootstrapworld.org/materials/data-science/ 2019 Oxford Press, IB Mathematics: Applications and Interpretations, Standard 2019 Oxford Press, IB Mathematics: Applications and Interpretations, Higher Level	Yes	0

	2020 Oxford Press, IB MYP Math Year 3/Year 4/Year 5		
Science	2019 OUHSD Biology of the Living Earth Sem1/Sem 2- CK12 2019 OUHSD Chemistry in the Earth System Sem1/Sem2-CK12 2021 Lumen Learning Earth Science OER Commons Website/Url: http://www.oercommons.org/courses/earth-science-4/view 2020 McGraw Hill, Exploration: An Introduction to Astronomy 9th E 2020 2021 Savvas, Environmental Science: Your World, Your Turn 2019 Bedford Freeman Worth, Environmental Science for the AP/3 Edition 2021 McGraw Hill/ Marine Science 2020 Savvas, Essentials of Oceanography SASTA Edition/ 13th Edition 2019 Heinle/ITP, Chemistry AP Edition	Yes	0
History-Social Science	2021 Houghton Mifflin Harcourt Economics 2021 Houghton Mifflin Harcourt United States Government 2021 Houghton Mifflin Harcourt American History Reconstruction to the Present 2021 Houghton Mifflin Harcourt Modern World History 2011 The Cultural Landscape:An Introduction to Human Geography AP Edition 2019 AMSCO, World History 2010 Advanced Placement European History	Yes	0
Foreign Language	2007 EMC Paradigm, Que Chevere! 1 2007 EMC Paradigm, Que Chevere! 2 2007 EMC Paradigm, Que Chevere! 3 2003 McDougal Littlell, Abriendo Puertas: Language 2013 McDougal Littlell, Abriendo Puertas: Language; Abriendo Paso Lectura y Gramatica (2 books) 2003 McDougal Littlell, Abriendo Puertas: Antologia de literatura en espanol Tomo 1 y Tomo 2 2001 Heinle/ITP, Sendas Level 1 2001 Heinle/ITP, Sendas Level 2 2013 Momentos Cumbres de Literaturas Hispanicas;Manual de Gramatica y Ortografia para hispanos 2015 VISTA HIGHER LEARNING, D'Accord Niveau 1 2015 VISTA HIGHER LEARNING, D'Accord Niveau 2 2015 VISTA HIGHER LEARNING, D'Accord Niveau 3 2013 Imaginez: le francais san frontiers; AP French: Preparing for the Language Exam 2013 Imaginez: le francais sans frontier 2000 Holt, Rinehart & Winston, Komm mit! Level 1 2003 Holt, Rinehart & Winston, Komm mit! Level 2 2013 Kaleidoskop: Kultur, Literatur und Grammatik 2013 Kaleidoskop: Kultur, Literatur und Grammatik & Stationen: Ein Kursbuch fur die Mittelstufe 2013 Manana Spanish B for the IB Diploma; Momentos cumbres de las literaturas hispánicas	Yes	0
Health	2007 Pearson, Prentice Hall: Health	Yes	0
Visual and Performing Arts	2018 Davis Publications, Exploring Visual Design: The Elements and Principles, 4th Edition 2009 Lark Books, The Joy of Digital Photography 2003 Exploring Painting 2008 Art History 2020 Sound Innovations, Book 1-3	Yes	0

2020 Solo Guitar Playing
 2002 Successful Sight Singing
 2016 Creative Sequencing Techniques for Music Production;
 Introduction to Music Technology
 2020 The Enjoyment of Music
 2020 Worlds of Music
 2020 Alfred's Adult All-In-One Level 1: Lesson Theory
 Technic
 2020 Alfred's Adult All-In-One Level 2: Lesson Theory
 Technic

Science Laboratory Equipment
 (grades 9-12)

School Facility Conditions and Planned Improvements

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.

Facilities Inspection

The district's maintenance department inspects Oxnard Middle College High School on an annual basis in accordance with Education Code §17592.72(c)(1). Oxnard Middle College High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place October 1-October 29, 2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains:

Restrooms, Sinks/ Fountains

X

Safety:

Fire Safety, Hazardous Materials

X

Structural:

Structural Damage, Roofs

X

External:

 Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary
Good
Fair
Poor

X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	35	32	91.43	8.57	87.5
Female	28	25	89.29	10.71	84
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59	7.41	88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	35	32	91.43	8.57	40.63
Female	28	25	89.29	10.71	36.00
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59	7.41	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	32.26	N/A	24.05	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	31	88.57	11.43	32.26
Female	28	24	85.71	14.29	33.33
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	24	88.89	11.11	29.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

Workforce Preparation

The school counselor provides students with counseling in regards to college and career. In the AVID class students do research on career interest. Students meet with the counselor to discuss their progress towards graduation, progress on A-G requirements and review with students their career interest.

OMCHS students can be dual enrolled in special programs such as Mariachi, Mock Trial, Pre-Engineering, Global Trade, and Logistics, and Robotics offered at comprehensive high schools.

100% of students at Oxnard Middle College High School students were dual enroll in college courses and have access to earn an AA or AS degree by the end of their senior year at the time of graduation.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 the school website, personal phone calls, electronic updates, teacher websites, and Parent Square. Parents can also follow us on social media. 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(ELAC)
School Site Council
Superintendent's Advisory Parent Group
PTSA

School Activities:

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	120	120	0	0.0
Female	88	88	0	0.0
Male	32	32	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	3	3	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	98	98	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	8	8	0	0.0
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	75	75	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	2	2	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.56	0.00	6.23	0.06	3.47	0.20
Expulsions	2.56	0.00	0.33	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.88	2.45
Expulsions	0.00	0.32	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

School Site Safety Plan

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Oxnard Middle College High School in collaboration with local agencies and OUHSD to fulfill Senate Bill 187 requirements. OMCHS is a safe and secure campus. OMC offers students and staff a small and family oriented environment that is nurturing, supportive, and caring. Students feel welcome, nurtured, and protected from harm. Safety is a basic need that is provided to all students. No student, parent or staff member should suffer the pain of physical or verbal harm, threatening gestures, sexual harassment, or racial tension. Staff members understand that all forms of harm and violence distract students from learning. Staff is committed to provide a comprehensive Safe School Plan as part of the school's broader effort to reach total school safety that includes the concerns, wishes, and hopes of the school community.

The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2021. Our Comprehensive School Safety Plan contains the following elements: Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

Campus Supervision

School administration and 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	2		
Mathematics	20	2		
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	5		
Mathematics	14	5		
Science	3	4		
Social Science	14	4	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	5	2	1
Mathematics	15	6	2	
Science				
Social Science	16	2	1	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	595

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14350.45	1085.91	13264.5	81139.79
District	N/A	N/A	9361.56	\$93,087
Percent Difference - School Site and District	N/A	N/A	34.5	-13.7
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	44.4	-12.8

2020-21 Types of Services Funded

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

Title I, Part A
 Migrant and Migrant Summer School
 ESSA School Improvement (CSI)
 ESSA ESSER I
 ESSA ESSER II
 ESSA GEER
 ESSA Coronavirus Relief Funds
 SPED IDEA Basic Local Assistance Entitlement
 SPED Transition Partnership
 Carl Perkins
 Title II, Supporting Effective Education
 Title IV, Student Support and Academic Enrichment
 Title III, Immigrant
 Title III, English Language Acquisition
 MediCal
 SPED AB602
 Lottery Prop 20
 California Partnership Academies Program Grant
 Clean Technology and Renewable Energy
 Career Technical Education Incentive Grant
 K-12 Strong Workforce Program
 SPED Project Workability
 Tobacco Use Prevention Education (TUPE)
 Tobacco Use Prevention Education Local Assistance
 Agricultural Career Technical Education Incentive Grant
 Classified School Employee Summer Assistance Program
 State Learning Loss Mitigation Funds
 In Person Instruction Grant
 Expanded Learning Opportunities Grant

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,409	\$54,687
Mid-Range Teacher Salary	\$99,462	\$92,222
Highest Teacher Salary	\$107,713	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$154,805	\$162,322
Superintendent Salary	\$227,077	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

All training and curriculum development activities at Oxnard Middle College High School revolve around the California State Content Standards and Frameworks. 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. 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.

Oxnard Middle College High School held staff development training on the following:

- Technology in the classroom
- Safety
- Student Data
- Online Instruction

Decisions concerning selection of staff development activities are performed with teacher input using tools such as state assessment results and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student engagement and student achievement.

Oxnard Middle College High School supports ongoing professional growth throughout the year. 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
- 3) follow-up training for newly implemented programs/curricula.

Oxnard Middle College High School offers support to new teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Oxnard Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Oxnard Union High School District
Phone Number	(805) 385-2500
Superintendent	Dr. Tom McCoy
Email Address	Thomas.McCoy@oxnardunion.org
District Website Address	www.oxnardunion.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4169	2777	66.61	33.39	50.87
Female	2070	1442	69.66	30.34	57.29
Male	2097	1333	63.57	36.43	43.89
American Indian or Alaska Native	--	--	--	--	--
Asian	67	50	74.63	25.37	82.00
Black or African American	43	24	55.81	44.19	65.22
Filipino	132	105	79.55	20.45	63.81
Hispanic or Latino	3425	2249	65.66	34.34	46.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	93	66	70.97	29.03	83.33
White	394	271	68.78	31.22	67.42
English Learners	579	321	55.44	44.56	7.62
Foster Youth	21	7	33.33	66.67	--
Homeless	726	408	56.20	43.80	39.50
Military	25	16	64.00	36.00	50.00
Socioeconomically Disadvantaged	2951	1930	65.40	34.60	45.69
Students Receiving Migrant Education Services	101	69	68.32	31.68	25.00
Students with Disabilities	494	231	46.76	53.24	15.25

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4169	2619	62.82	37.18	27.86
Female	2070	1377	66.52	33.48	27.60
Male	2097	1241	59.18	40.82	28.09
American Indian or Alaska Native	--	--	--	--	--
Asian	67	49	73.13	26.87	73.47
Black or African American	43	20	46.51	53.49	25.00
Filipino	132	100	75.76	24.24	45.45
Hispanic or Latino	3425	2098	61.26	38.74	22.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	93	70	75.27	24.73	54.29
White	394	272	69.04		44.81
English Learners	579	288	49.74	50.26	5.67
Foster Youth	21	8	38.10	61.90	--
Homeless	726	392	53.99	46.01	22.28
Military	25	14	56.00	44.00	42.86
Socioeconomically Disadvantaged	2951	1802	61.06	38.94	21.54
Students Receiving Migrant Education Services	101	60	59.41	40.59	18.64
Students with Disabilities	494	214	43.32	56.68	4.25