

School Year: **2025-26**



# School Plan for Student Achievement 2025-2026

56 72546 0136804



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# School Plan for Student Achievement (SPSA)

| School Name                       | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Oxnard Middle College High School | 56 72546 0136804                  | May 20, 2025                           | May 28, 2025              |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI 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 local educational agency (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 64001(g)(1), the Schoolsite 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.

This plan is being used by Oxnard Middle College High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Our school is committed to effectively meeting the Every Student Succeeds Act (ESSA) planning requirements by aligning them with our Local Control and Accountability Plan (LCAP) to ensure a cohesive and strategic approach to student achievement and equity. We integrate federal, state, and local program goals by using data-driven decision-making, stakeholder engagement, and coordinated funding strategies. This alignment allows us to maximize resources, address the needs of all student groups, and support continuous improvement. Through this unified planning process, we aim to ensure that all students, especially those from underserved populations, receive a high-quality education and the support they need to thrive.

## VISION

OMC, prepares students to reach their personal and academic potential.

## MISSION

OMC prepares students for college, career and life through rigorous academic, social-emotional, and service learning experiences. We foster safety and excellence through strong partnerships with families, Oxnard College, and the community.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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## Plan Description

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

This plan is being used by Oxnard Middle College High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

### ➤ Schoolwide Program

Our school is committed to effectively meeting the Every Student Succeeds Act (ESSA) planning requirements by aligning them with our Local Control and Accountability Plan (LCAP) to ensure a cohesive and strategic approach to student achievement and equity. We integrate federal, state, and local program goals by using data-driven decision-making, stakeholder engagement, and coordinated funding strategies. This alignment allows us to maximize resources, address the needs of all student groups, and support continuous improvement. Through this unified planning process, we aim to ensure that all students, especially those from underserved populations, receive a high-quality education and the support they need to thrive.

### VISION

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### MISSION

OMC prepares students for college, career and life through rigorous academic, social-emotional, and service learning experiences. We foster safety and excellence through strong partnerships with families, Oxnard College, and the community.

## Educational Partner Involvement

How, when, and with whom did Oxnard Middle College High School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: Parents, Students and Staff.

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.

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.

This SPSA was adopted by the SSC at a public meeting on: May 8, 2025.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The California dashboard indicates that the data for student achievement, and suspension rates are in the highest performance. Local data indicates that students at OMC are performing at a rate higher than the district and state average. The areas that were reviewed with parents include some of the following student data:

- CAASPP
- ELPAC
- Attendance Rates

OMC continues striving to ensure that all student subgroups score at the same rate as the All student group. The areas of growth for our school are as follows: The percent of students scoring at standards exceeded in ELA was 2% lower than the all student group during 2024 and in Mathematics the percent of students scoring at standards exceeded was 1% lower than the all student group.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The California School Dashboard indicates that students at Oxnard Middle College do not have any areas below the all student performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

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, staff and school administrator considered the results of the following to identify areas of strength and weakness:

- Youth Truth Survey
- Students high school GPA's and credits earned
- Students college GPA and units earned
- Students graduating with a college degree or certificate
- Graduation Rate A-G percentage

Student achievement data and input from the needs assessment survey were used to identify SPSA goals and program support goals. The following are areas of focus for our school during the 2025-2026 school year.

- Percent of SED students scoring in standards exceeded should be the same percent in the ELA and MATH SBAC test as the all student group.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Oxnard Middle College High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | %                     | 0%     | %      | 0                  | 0     |       |
| African American               | 1.27%                 | 1.19%  | 1.54%  | 2                  | 2     | 3     |
| Asian                          | 2.53%                 | 1.79%  | 1.54%  | 4                  | 3     | 3     |
| Filipino                       | 5.70%                 | 5.36%  | 5.64%  | 9                  | 9     | 11    |
| Hispanic/Latino                | 81.01%                | 84.52% | 83.59% | 128                | 142   | 163   |
| Pacific Islander               | %                     | 0%     | %      | 0                  | 0     |       |
| White                          | 5.70%                 | 3.57%  | 4.62%  | 9                  | 6     | 9     |
| Two or More Races              | 3.80%                 | 3.57%  | 3.08%  | 6                  | 6     | 6     |
| Not Reported                   | %                     | 0%     | %      | 0                  | 0     |       |
| Total Enrollment               |                       |        |        | 158                | 168   | 195   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Grade 9                           | 48                 | 47    | 52    |
| Grade 10                          | 47                 | 50    | 50    |
| Grade 11                          | 29                 | 43    | 48    |
| Grade 12                          | 34                 | 28    | 45    |
| Total Enrollment                  | 158                | 168   | 195   |

#### Conclusions based on this data:

- Enrollment data shows that Oxnard Middle College is almost at its full capacity of 200 students.
- Enrollment data shows that the student population has been increasing since 2022.
- Student demographic is a very good reflection of the community demographics with a large percent of Hispanic/Latino population.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment               |                    |       |       |                     |        |        |
|-----------------------------------------------|--------------------|-------|-------|---------------------|--------|--------|
| Student Group                                 | Number of Students |       |       | Percent of Students |        |        |
|                                               | 21-22              | 22-23 | 23-24 | 21-22               | 22-23  | 23-24  |
| English Learners                              | 5                  | 9     | 4     | 0.8%                | 3.2%   | 2.1%   |
| Fluent English Proficient (FEP)               | 94                 | 96    | 119   | 60.5%               | 59.5%  | 61.0%  |
| Reclassified Fluent English Proficient (RFEP) | 91                 | 93    | 115   | 57.60%              | 55.40% | 59.00% |

### Conclusions based on this data:

1. The percent of English Learner students has increased from 2021-2022 school year to the 2023-2024 school year.
2. The percent of Reclassified Fluent English Proficient students has increased in the last three years. Our school does a very good job of providing supports to students to get reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               | 28                     | 43    | 48    | 28                   | 39    | 48    | 28                        | 39    | 48    | 100.0                         | 90.7  | 100   |
| All Grades                             | 28                     | 43    | 48    | 28                   | 39    | 48    | 28                        | 39    | 48    | 100.0                         | 90.7  | 100   |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 11                             | 2675.            | 2704. | 2690. | 57.14               | 69.23 | 52.08 | 28.57          | 25.64 | 39.58 | 14.29                 | 5.13  | 8.33  | 0.00               | 0.00  | 0.00  |
| All Grades                           | N/A              | N/A   | N/A   | 57.14               | 69.23 | 52.08 | 28.57          | 25.64 | 39.58 | 14.29                 | 5.13  | 8.33  | 0.00               | 0.00  | 0.00  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11                                                                   | *                | 46.15 | 50.00 | *                     | 51.28 | 43.75 | *                | 2.56  | 6.25  |
| All Grades                                                                 | *                | 46.15 | 50.00 | *                     | 51.28 | 43.75 | *                | 2.56  | 6.25  |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11                                          | *                | 76.92 | 56.25 | *                     | 23.08 | 43.75 | *                | 0.00  | 0.00  |
| All Grades                                        | *                | 76.92 | 56.25 | *                     | 23.08 | 43.75 | *                | 0.00  | 0.00  |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                               | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                           | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11                                                  | *                | 20.51 | 31.25 | *                     | 74.36 | 68.75 | *                | 5.13  | 0.00  |
| All Grades                                                | *                | 20.51 | 31.25 | *                     | 74.36 | 68.75 | *                | 5.13  | 0.00  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                          | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11                                                                 | *                | 58.97 | 41.67 | *                     | 41.03 | 54.17 | *                | 0.00  | 4.17  |
| All Grades                                                               | *                | 58.97 | 41.67 | *                     | 41.03 | 54.17 | *                | 0.00  | 4.17  |

Conclusions based on this data:

1. The percent of students scoring at "exceeding standards" in the area of ELA has decreased from 57% during 2022 to 52% during 2024. We must continue providing students with academic and testing supports.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               | 28                     | 43    | 48    | 28                   | 39    | 48    | 28                        | 39    | 48    | 100.0                         | 90.7  | 100   |
| All Grades                             | 28                     | 43    | 48    | 28                   | 39    | 48    | 28                        | 39    | 48    | 100.0                         | 90.7  | 100   |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 11                             | 2641.            | 2631. | 2633. | 17.86               | 28.21 | 22.92 | 39.29          | 25.64 | 25.00 | 25.00                 | 23.08 | 33.33 | 17.86              | 23.08 | 18.75 |
| All Grades                           | N/A              | N/A   | N/A   | 17.86               | 28.21 | 22.92 | 39.29          | 25.64 | 25.00 | 25.00                 | 23.08 | 33.33 | 17.86              | 23.08 | 18.75 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11                                                               | *                | 28.21 | 22.92 | *                     | 43.59 | 54.17 | *                | 28.21 | 22.92 |
| All Grades                                                             | *                | 28.21 | 22.92 | *                     | 43.59 | 54.17 | *                | 28.21 | 22.92 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11                                                                                                                         | *                | 38.46 | 20.83 | *                     | 53.85 | 70.83 | *                | 7.69  | 8.33  |
| All Grades                                                                                                                       | *                | 38.46 | 20.83 | *                     | 53.85 | 70.83 | *                | 7.69  | 8.33  |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11                                                                             | *                | 25.64 | 22.92 | *                     | 66.67 | 68.75 | *                | 7.69  | 8.33  |
| All Grades                                                                           | *                | 25.64 | 22.92 | *                     | 66.67 | 68.75 | *                | 7.69  | 8.33  |

**Conclusions based on this data:**

1. The percent of students scoring at "standards not met" o increased from 17.86% during 2022 to 18.75% during 2024. We must continue providing academic and testing support to students in Mathematics to improve on these results.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |       |       |               |       |       |                  |       |       |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |       |       | Oral Language |       |       | Written Language |       |       | Number of Students Tested |       |       |
|                                                                                              | 21-22   | 22-23 | 23-24 | 21-22         | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 |
| 9                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | 5                         | *     |       |
| 10                                                                                           |         | *     | *     |               | *     | *     |                  | *     | *     |                           | *     | *     |
| All Grades                                                                                   |         |       |       |               |       |       |                  |       |       | 5                         | 4     | *     |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 10                                                                                    |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                            | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 10                                                                                 |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                         | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 10                                                                                    |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                            | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 10                                                                                      |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                              | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 10                                                                                     |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                             | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 10                                                                                    |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                            | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 10                                                                                    |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                            | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

**Conclusions based on this data:**

1. The number of students tested is not significant to showcase the data on the California Dashboard.
2. School data shows that the students that come in as EL's during 9th grade are meeting all requirements to be reclassified one or two years after admitted to our school.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2023-24 Student Population                                              |                                                                                                                                  |                                                                                                                                                              |                                                             |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                        | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 195                                                                     | 72.8%                                                                                                                            | 2.1%                                                                                                                                                         | 0.0%                                                        |
| Total Number of Students enrolled in Oxnard Middle College High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 4     | 2.1%       |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 6     | 3.1%       |
| Socioeconomically Disadvantaged                   | 142   | 72.8%      |
| Students with Disabilities                        | 5     | 2.6%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 3     | 1.5%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 3     | 1.5%       |
| Filipino                     | 11    | 5.6%       |
| Hispanic                     | 163   | 83.6%      |
| Two or More Races            | 6     | 3.1%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 9     | 4.6%       |

Conclusions based on this data:

- Hispanic and Socioeconomically disadvantaged students are the largest represented group.

2. The percent of homeless and students with disabilities has remained consistent for the last three years.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



| 2024 Fall Dashboard Overall Performance for All Students                                                                                |                                                                                                                               |                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Academic Performance                                                                                                                    | Academic Engagement                                                                                                           | Conditions & Climate                                                                                            |
| English Language Arts<br><br>Blue                     | Graduation Rate<br><br>No Performance Color | Suspension Rate<br><br>Blue |
| Mathematics<br><br>Blue                              |                                                                                                                               |                                                                                                                 |
| English Learner Progress<br><br>No Performance Color |                                                                                                                               |                                                                                                                 |
| College/Career<br><br>No Performance Color           |                                                                                                                               |                                                                                                                 |

**Conclusions based on this data:**

1. California Dashboard data indicates that students at Oxnard Middle College are performing at the highest level in ELA and Mathematics. This is mostly attributed to the academic preparation and extra academic supports students receive.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                               |                                                                                                                     |                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div> <p>Blue</p> <p>107.9 points above standard</p> <p>Increased 8.9 points</p> <p>48 Students</p> </div> | <div>English Learners</div> <div> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p> </div> | <div>Long-Term English Learners</div> <div> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> </div>                                          |
| <div>Foster Youth</div> <div> <p>No Performance Color</p> <p>0 Students</p> </div>                                                 | <div>Homeless</div> <div> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> </div>         | <div>Socioeconomically Disadvantaged</div> <div> <p>No Performance Color</p> <p>99.5 points above standard</p> <p>Maintained 0.5 points</p> <p>36 Students</p> </div> |

|                                                                                                                                                                                          |                                                                                                                                                                         |                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Less than 11 Students<br><br>1 Student | <b>African American</b><br><br>No Performance Color<br>0 Students                      | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                      |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                  | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br><br>4 Students | <b>Hispanic</b><br><br>Blue<br>95.2 points above standard<br>Increased 13.6 points<br><br>39 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br><br>2 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                      | <b>White</b><br><br>No Performance Color<br>Less than 11 Students<br><br>3 Students                   |

**Conclusions based on this data:**

1. Hispanic students performed 95.2 points above standard in ELA. Socioeconomically disadvantaged students scored 99.5 above standard in ELA. Even though these percents are very high the percents are lower than the All Student group that scored at 107.9%. Student support are needed to ensure that we close this gap.

# School and Student Performance Data

## Academic Performance Mathematics

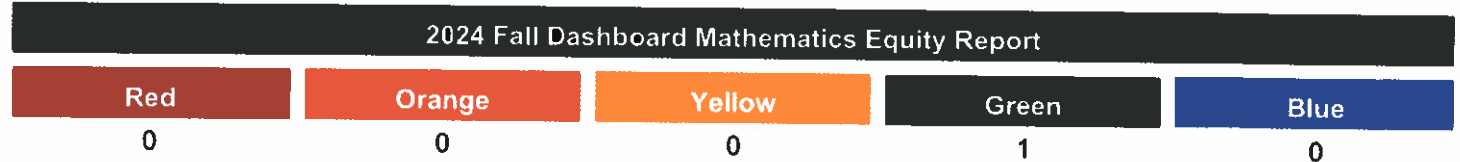
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group                           |                                                                                            |                                                                                                                                         |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>5.7 points above standard<br>Increased 19.0 points<br>48 Students | <b>English Learners</b><br><br>No Performance Color<br>Less than 11 Students<br>9 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Less than 11 Students<br>1 Student                                     |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                        | <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students<br>2 Students         | <b>Socioeconomically Disadvantaged</b><br><br>No Performance Color<br>2.1 points above standard<br>Increased 27.9 points<br>36 Students |

|                                                                                                                                                                                          |                                                                                                                                                                         |                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Less than 11 Students<br><br>1 Student | <b>African American</b><br><br>No Performance Color<br>0 Students                      | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                  | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br><br>4 Students | <b>Hispanic</b><br><br>Green<br>17.1 points below standard<br>Increased 11.7 points<br><br>39 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br><br>2 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                      | <b>White</b><br><br>No Performance Color<br>Less than 11 Students<br><br>3 Students                    |

**Conclusions based on this data:**

1. Hispanic students performed 17.1 points below the standard. We must be more focused on targeting student support for this group of students.
2. Socioeconomically disadvantaged students performed 2.1 points above the standard and increased by 27.9 points from the previous year. Our school needs to continue providing academic support in this area to students, to ensure that SED students perform at the same level as the All Student group.

# School and Student Performance Data

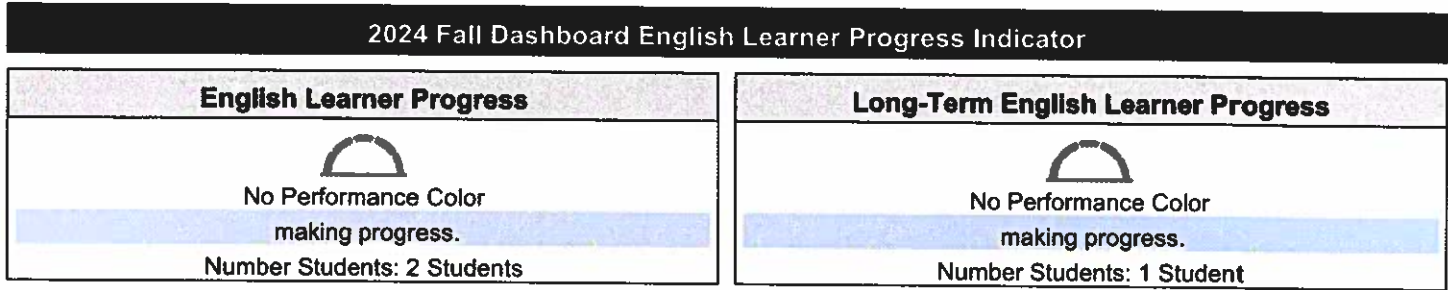
## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



**Conclusions based on this data:**

1. Data is not available in the California dashboard for English Learners because of the small number of English Learner students at our school. However, our EL students have access to academic and social emotional supports at OMC.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

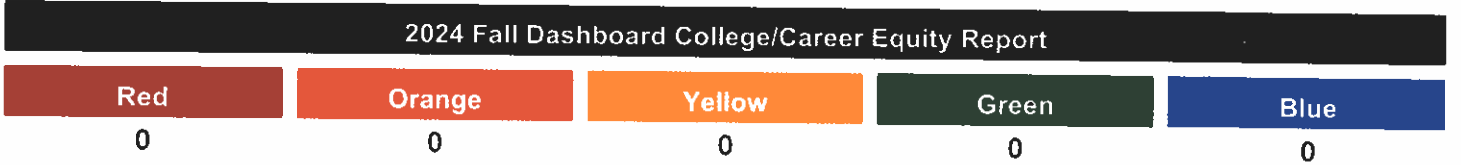
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>100 Prepared</div> <div>Maintained 0</div> <div>45 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>1 Student</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>1 Student</div>                     |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                  | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>2 Students</div>        | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>100 Prepared</div> <div>Maintained 0</div> <div>32 Students</div> |

|                                                                                                                                                                                        |                                                                                                                                                                       |                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Less than 11 Students 0<br>1 Student | <b>African American</b><br><br>No Performance Color<br>0 Students                    | <b>American Indian</b><br><br>No Performance Color<br>0 Students                           |
| <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students 0<br>1 Student                      | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students 0<br>4 Students | <b>Hispanic</b><br><br>No Performance Color<br>100 Prepared<br>Maintained 0<br>36 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students 0<br>2 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                    | <b>White</b><br><br>No Performance Color<br>Less than 11 Students 0<br>2 Students          |

**Conclusions based on this data:**

1. Data shows that during the 2024 school year, 100% of students were prepared in College and Career performance. Our students met the a-g requirements and have access to dual enrollment classes necessary to qualify as college ready.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group                                                                |                                                                                                                                                     |                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div>No Performance Color</div> <div>100% graduated</div> <div>Maintained 0%</div> <div>45 Students</div> | <div>English Learners</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Long-Term English Learners</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> |
| <div>Foster Youth</div> <div>No Performance Color</div> <div>0 Students</div>                                                     | <div>Homeless</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>        | <div>Socioeconomically Disadvantaged</div> <div>No Performance Color</div> <div>100% graduated</div> <div>Maintained 0%</div> <div>32 Students</div>          |

|                                                                                                                                                                                                                        |                                                                                                                                                                                                       |                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student | <b>African American</b><br><br>No Performance Color<br>0 Students                                                    | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                                  |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>4 Students | <b>Hispanic</b><br><br>No Performance Color<br>100% graduated<br>Maintained 0%<br>36 Students                     |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                    | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students |

**Conclusions based on this data:**

1. Data shows that during the 2024 school year 100% of students graduated. This is due to all the supports available to students to ensure they are able to meet the graduation requirements.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

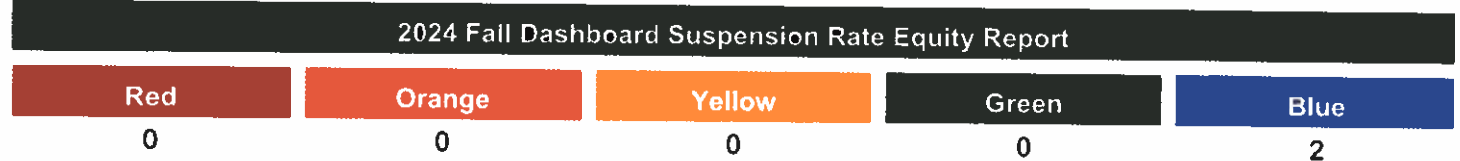
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group                                |                                                                                                                              |                                                                                                                                        |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>198 Students | <b>English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>4 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                     | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>8 Students         | <b>Socioeconomically Disadvantaged</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>147 Students                   |

|                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>6 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                                  |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students                      | <b>Filipino</b><br><br>No Performance Color<br>0% suspended at least one day<br>11 Students                                  | <b>Hispanic</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>165 Students                     |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>7 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                            | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>9 Students |

**Conclusions based on this data:**

1. Our students are highly responsible and respectful and are actively engaged in ensuring that our school follows honor, integrity and respect practices. Our data shows that our school does not have any suspensions during 2023-2024 school year. Our school maintains regular communication with parents/guardians and ensures that the Home to School compact is reviewed and signed by students, parents and staff. Additionally, Counselor, Wellness Specialist and Administrator are visible in every classroom making presentations and reminding students of expectations and supports.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Goal 1: Instruction

Oxnard Middle College will implement an 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Instruction

The Oxnard Union High School District is committed to enhancing and refining its instructional program. The goal is to support every student in achieving, at minimum, a high school diploma while also preparing them comprehensively for college, career, and life. To realize this, OUHSD is focusing on adopting more targeted, inclusive, and engaging instructional strategies, supported by a curriculum that is academically rigorous and responsive to the diverse needs of our students, including Foster Youth, English Learners, Long-Term English Language Learners, and Low-Income students. We are dedicated to expanding professional development opportunities, enhancing bilingual proficiency, and increasing parental and community engagement, all aimed at promoting academic excellence and equipping students with the essential skills for lifelong success.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve the percent of students scoring at standards met or exceeding in CAASPP Mathematics.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                                                                            | Baseline/Actual Outcome                                                                                          | Expected Outcome                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| CAASPP Mathematics Scores<br><br>Increase the percent of students scoring at meeting or exceeding standards in the Mathematics CAASPP test. | Data shows that 47.92% of students scored at Standards met or standards exceeded in the CAASPP Mathematics test. | The percent of students scoring standard met or standard exceeded will increase by at least 2%. |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                 | Students to be Served                                                                | Proposed Expenditures                                                                                  |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1.1                 | Students will have access to extra SBAC practice in the area of Mathematics. Teachers will provide 11th grade students extra support in the area of the CAASPP Mathematics during Saturday Enrichment and prior to students participating in the test. 1 Math teacher will be available one Saturday during | All 11th grade students including Socioeconomically Disadvantaged students and EL's. | \$400.00<br>Title I Part A: Allocation 4000-4999: Books And Supplies<br>Supplemental Text for x course |

|     |                                                                                                                                                                                                                                          |               |                                                                                   |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------|
|     | 2nd semester to provide extra academic support outside of regular school hours.                                                                                                                                                          |               |                                                                                   |
| 1.2 | Saturday Enrichment Sessions will be available to students. Students will receive extra academic support provided by teachers during Saturday sessions. With the allocated funds in Title I we will host 3 Saturday Enrichment sessions. | All Students. | \$1000<br>Title I SWP Allocation<br>1000-1999: Certificated<br>Personnel Salaries |

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Student Achievement data shows that 52% of students are not meeting or nearly meeting the standards 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 their Math skills in the Mathematics CAASPP. The 2024-2025 school year is the first year that Saturday Enrichment is available to students and we hosted 26 sessions. We will monitor our D and F data and CAASPP data to review the impact of this academic support. Other funds will be utilized to sustain this effort.

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

Other budget sources will be used to provide Saturday Enrichment sessions to students. At this time there are no changes made to the implementation of this service.

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.

None

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### College and 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### Goal 2: College and Career Readiness

The Oxnard Union High School District is committed to preparing every student for success in college, career, and life readiness. This broad goal focuses on refining and enhancing our programs. We aim to provide all students with comprehensive learning experiences that are engaging, inclusive, and rigorous. Our dedication extends to equipping students with essential skills for post-secondary success and active citizenship. By expanding opportunities for advanced coursework, improving support systems for college and career planning, and increasing engagement with local industries, we are dedicated to fostering a learning environm

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percent of students that graduate meeting A-G requirements.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                                                                                                                                                               | Baseline/Actual Outcome                                                                              | Expected Outcome                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Oxnard Middle College will increase the percentage of graduating students who meet A-G requirements. Our school data shows that students failing to meet this requirements is because of overall GPA or Grades lower than a C. | CA Dashboard shows that 97.8% of the students met A-G requirements during the 2023-2024 school year. | Increase the percent of students meeting A-G requirements by 1%. |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                             | Students to be Served                                 | Proposed Expenditures              |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------|
| 2.1                 | Tutoring. Students will have access to English and Math tutoring before school and after school. This will be targeted tutoring to all students that are at risk or earning D's and traditionally do not meet A-G requirements. Students are required to attend one day a week before and after school. | At risk students in areas of English and Mathematics. | 1,000.00<br>Title I SWP Allocation |

|     |                                                                                                                                                         |                       |                                    |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------|
| 2.2 | College Tutors. Students will have access to extra support during school hours. Targeted tutoring will be provided by college student tutors.           | All students at risk. | 500.00<br>Title I SWP Allocation   |
| 2.3 | College Fieldtrips. Students will have access to fieldtrips to universities with the goal to provide students information on different college systems. | All students          | 1,000.00<br>Title I SWP Allocation |
| 2.4 | After school presentations and support sessions on topics related to college readiness: California Colleges resources.                                  | All student           | 400.00<br>Title I SWP Allocation   |

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Tutoring: Local data shows that 2.2% of students earned D's or F's during the second semester of the 2023-2024 school year. This percent is impacting the percent of students graduating not meeting the A-G requirements. Making tutoring services available to 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 during the needs assessment survey in making this service available to students. Data from our 12th grade student survey shows that students found fieldtrips informational and open their perspective to college life.

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

Teachers, college students and high school students were recruited to serve as Tutors. Currently this system is being implemented successfully to provide support to students.

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.

We will not be making any changes and adjustments to this goal this year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Multi-tiered Systems of Intervention and Support

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To enhance the effectiveness of our Multi-Tiered Systems of Intervention and Support, the Oxnard Union High School District remains committed to integrating student voices and refining our PBIS, inclusion, and wellness strategies to ensure academic achievement and social-emotional learning. To build powerful futures for every student, the Oxnard Union High School District will implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local data shows that students are in need of extra social and emotional support and extra counseling services. As of 2024-2025 our school was using results from the Youth Truth survey. Starting school year 2025-2026, our school will start using data from the OUHSD local screening survey to establish new targets.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                                    | Baseline/Actual Outcome                                                                                                    | Expected Outcome                                                                             |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Increase the students' average rating data in the sense and belonging and peer collaboration areas. | Student sense belonging and peer collaboration was 3.77 average rating during 2024-2025 school year in Youth Truth survey. | Improve the average rating in Student sense belonging and peer collaboration by at least .10 |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                               | Students to be Served | Proposed Expenditures |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 3.1                 | Social Emotional Support will be provided to all students by Student Wellness Specialist. Students will have access to wellness activities, events and individual support. Services will be conducted during regular school hours by the Student Wellness Specialist at no extra expense to the district. | All Students          | 0 LCFF items          |

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

**Analysis**

Describe the overall implementation and 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 2024-2025 school year. The Student Intervention Specialist hosted several activities for students during the school day. Informational sessions for students and parents have been offered after school to ensure that students and parents have additional information in areas related to mental health. More students are now engaged in school activities.

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

No adjustments and differences have been made to the implementation. Title 1 budget is not impacted with this service.

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.

None

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent Family and Community Involvement

To increase opportunities and access to parents and guardians to be involved in school culture, communication, goals, and college and career opportunities.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent, Family and Community Involvement.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Oxnard Middle College has collected school site data related to parent involvement and communication. Our data shows that we need to continue improving strategies to enhance parent participation and involvement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                                                                                                                                                                                                                                             | Baseline/Actual Outcome                                                                                                                                               | Expected Outcome                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase the percent of parents that participate and attend school hosted events such as School Site Council, 9th grade parent orientation, Senior Parent Night, FAFSA/CADAA student and parent support sessions, Coffee with the Counselor/Principal, Back to School, Open House, PTSA and Title I meeting. | Parents attending BTS or Open House: 80 Parents<br>Parents attending Coffee with the Counselor/Principal: 25 Parents<br>Parents/Students and Staff attending SSC : 10 | Parents attending BTS or Open House: 90 Parents<br>Parents attending Coffee with the Counselor/Principal: 35 Parents<br>Parents/Students and Staff attending SSC : 15 |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                                            | Students to be Served                                                    | Proposed Expenditures                         |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------|
| 4.1                 | Continue Parent engagement sessions support. Time/funding will be provided for Parent Facilitator( 2 hours for every meeting and 3 hours for the prep and documentation for five SSC meetings and 1 Title I meeting to do outreach and support parents during the meetings. Total hours required minimum 30 and no to exceed 40 hours. | All students and parents of students including EL's, FY and SED students | 3000.00<br>Title I Part A: Parent Involvement |
| 4.2                 | Funding to provide refreshments to parents attending workshops, parent presentations and other informational sessions.                                                                                                                                                                                                                 | All students and parents of students including EL's, FY, SED students.   | 500.00<br>Title I Part A: Parent Involvement  |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

During the 2024-2025 school year, the funding was utilized to increase parent participation in our SPSA meetings. We want to continue and expand this practice to increase parent participation in other parent meetings and workshops.

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

No major differences.

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 parent participation data will be shared with the SSC committee and will be included in our WASC report.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT     |
|-------------------------------------------------------------------------|------------|
| Total Funds Provided to the School Through the Consolidated Application | \$         |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$7,800.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$         |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs                   | Allocation (\$) |
|------------------------------------|-----------------|
| Title I Part A: Allocation         | \$400.00        |
| Title I Part A: Parent Involvement | \$3,500.00      |

Subtotal of additional federal funds included for this school: \$3,900.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF items              | \$0.00          |
| Title I SWP Allocation  | \$3,900.00      |

Subtotal of state or local funds included for this school: \$3,900.00

Total of federal, state, and/or local funds for this school: \$7,800.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source                     | Amount   |
|------------------------------------|----------|
| LCFF items                         | 0.00     |
| Title I Part A: Allocation         | 400.00   |
| Title I Part A: Parent Involvement | 3,500.00 |
| Title I SWP Allocation             | 3,900.00 |

## Expenditures by Budget Reference

| Budget Reference                           | Amount   |
|--------------------------------------------|----------|
| 1000-1999: Certificated Personnel Salaries | 1,000.00 |
| 4000-4999: Books And Supplies              | 400.00   |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source                     | Amount   |
|--------------------------------------------|------------------------------------|----------|
|                                            | LCFF items                         | 0.00     |
| 4000-4999: Books And Supplies              | Title I Part A: Allocation         | 400.00   |
|                                            | Title I Part A: Parent Involvement | 3,500.00 |
|                                            | Title I SWP Allocation             | 2,900.00 |
| 1000-1999: Certificated Personnel Salaries | Title I SWP Allocation             | 1,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 1,400.00           |
| Goal 2      | 2,900.00           |
| Goal 3      | 0.00               |
| Goal 4      | 3,500.00           |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 0 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

| Name of Members    | Role                       |
|--------------------|----------------------------|
| Berta Martinez     | Parent or Community Member |
| Mario Chavez       | Parent or Community Member |
| Angel Salinas      | Secondary Student          |
| David Perfino      | Classroom Teacher          |
| Lupe Vasquez       | Classroom Teacher          |
| Maricruz Hernandez | Principal                  |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## 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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 20, 2025.

Attested:


Principal, Maricruz Hernandez on May 20, 2025

SSC Chairperson, Berta Martinez on May 20, 2025

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template 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 local educational agency (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* 64001(g)(1), the Schoolsite 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 questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# **Appendix A: Plan Requirements**

## **Schoolwide Program Requirements**

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## **Requirements for Development of the Plan**

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## **Requirements for the Plan**

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
  - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    - 1. Ensure that those students' difficulties are identified on a timely basis; and
    - 2. Provide sufficient information on which to base effective assistance to those students.
  - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
  - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
  - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).
- Authority Cited: Title 34 of the *Code of Federal Regulations* (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA, EC sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## **Additional Targeted Support and Improvement**

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Eligible for ESSA School Improvement**

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019*).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a] as amended by AB 716, effective January 1, 2019*).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC sections 52062(a) and 64001(a)*, both as amended by AB 716, effective January 1, 2019.

## **ATSI Resources:**

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

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