



School Plan for Student Achievement

2024-2025

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The School Plan for Student Achievement

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

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

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

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

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The district's Governing Board approved this revision of the school plan on June 2024.

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Maricruz Hernandez	X				
Lisette Sandoval			X		
Jamie Scholl		X			
Soraya Romero				X	
Camnden Simardjaja					X
Bertha Martinez				X	
Number of members in each category	1	1	1	2	1

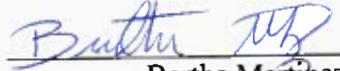
English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee. The English Learner student population at OMC is less than 20 students during the 2023-2024 school year. Our school does not have an ELAC this year. OMC parents and Administration participate in the monthly DELAC meetings and trainings hosted by the central district office. OMC also reports at these meetings in regards to the services available to English Learner students. Parent representatives attending the DELAC meetings provide a report to the SSC committee.

Recommendations and Assurances

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

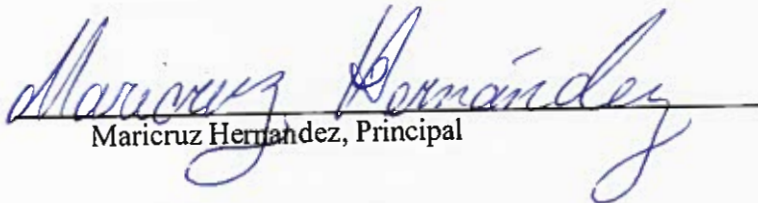
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the parent representatives attending DELAC.


Bertha Martinez
DELAC Parent Representative

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

This SPSA was adopted by the SSC at a public meeting on: February 6, 2024.

Attested:


Maricruz Hernandez, Principal

2/7/2024
Date


Soraya Romero

6/14/2024

Soraya Romero, SSC Chairperson

Date

District information

The Oxnard Union High School District (OUHSD) was established in 1901 and opened Oxnard High School in 1902. The district was formed by the elementary districts in the area it served in order to provide public education for grades 9 through 12 serving the cities of Oxnard (the largest city in beautiful Ventura County), Camarillo (a picturesque community set against the foothills), and Port Hueneme (home of the CBC Naval Base and the largest commercial port between Los Angeles and San Francisco).

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

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

For the 2023-2024 school year, 68.2% of students districtwide qualified as Socioeconomically Disadvantaged, 15% of the students are classified as English Language Learners, 0.3% of students were identified as Foster Youth, 7.3% were identified as Homeless and 15.2% were identified as students with Disabilities.

During the 2023-2024 school year, districtwide there were 17,338 students enrolled as of October 2023, consisting of 80.7 % Hispanic, 0.1% American Indian or Alaska Native, 2% Asian, 0.2% Pacific Islanders, 3.3% Filipino, 1.1% African American, 9.9% White and 3.0% Two or More Races.

2023-2024 District Wide Student Enrollment by Ethnicity

Data Source: Dataquest 2023-2024

Ethnicity	Enrollment
African American	199
American Indian or Alaska Native	18
Asian	345
Filipino	531
Hispanic or Latino	13,986
Pacific Islander	37
Two or More Races	512
White	1,709
Not Reported	1
Total	17,338

2023-2024 Districtwide Student Enrollment by Grade Level

Data Source: Dataquest 2023-2024

Grade	Enrollment
Grade 9	4,082
Grade 10	4,081
Grade 11	4,015
Grade 12	4,581
Total	17,338

2023-2024 Districtwide Student Enrollment by Subgroup

Data Source: Dataquest 2023-2024

Subgroup	Enrollment
English Learners	2,608
Foster Youth	59
Homeless Youth	1262
Migrant Education	320
Students with Disabilities	2,643
Socioeconomically Disadvantaged	11,830
All Students	17,338

District Local Control and Accountability Plan (LCAP) Goals

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

Goal 2: College & Career Readiness - To build powerful futures for Every student, the Oxnard Union High School District will utilize stakeholder input to provide College, Career and Life Readiness opportunities and experiences for Every student prior to high school graduation.

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

School Information

Oxnard Middle College High School, which is located on the campus of Oxnard College, officially opened during the summer of 2018. All OMCHS students are part of a dual enrollment pathway with a combination of high school and Oxnard College classes each year. This model offers students access to a high school diploma and associate's degree or community college general education requirements at the end of 12th grade.

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

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

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

Additionally, teachers are supported with PD offerings in restorative justice, bullying, LGBTQIA, and other SEL topics. We also offer an orientation day to welcome students back onto campus with tours, SEL activities, team building, and other activities and information. At Oxnard Middle College, our team is addressing the attendance and tardiness issues that have arisen in the return to school period.

School Vision

OMCHS prepares students to reach their personal and academic potential.

School Mission

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

OMC Student Enrollment by Ethnicity

Data Source: Dataquest 2023-2024

Ethnicity	Enrollment
African American	3
Asian	3
Filipino	11
Hispanic or Latino	163
Two or More Races	6
White	9
Total	195

OMC Student Enrollment by Grade

Data Source: Dataquest 2023-24

Grade	Enrollment
Grade 9	52
Grade 10	50
Grade 11	48
Grade 12	45
Total	195

OMC Student Enrollment by Subgroup

Data Source: Dataquest 2023-2024

Subgroup	Enrollment
English Learners	4
Migrant	2
Homeless Youth	6
Students with Disabilities	5
Socioeconomically Disadvantaged	142
All Students	195

Comprehensive Needs Assessment

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

- Youth Truth Survey
- Analysis of Student Performance Data:
 - CAASPP
 - ELPAC
 - Attendance Rates
 - 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

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

Violence Prevention, Bully Prevention, and Student Safety

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

During the 2024-2025 school year, Oxnard Middle College High School will provide the following for its students (and parents as applicable):

- Parent Trainings
- Wellness parent presentations
- Police Officer/s on campus (OC)
- Co-vitality Survey
- Youth Truth Survey
- School Safety Plan

Nutrition Programs

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

The Superintendent or designee shall encourage parents/guardians, students, food service

employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the District's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee shall appoint a school health council or other district committee whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate. The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

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

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

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

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

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school websites, and/or other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance. OUHSD students are provided healthy options for their breakfast and lunch. Nutrition Services menus offer a variety of good fresh food options including locally grown fresh vegetables and fresh fruits with every meal. All menus follow strict requirements for calories, saturated fat, sugar, sodium and whole grains outlined in the Healthy Hunger Free Kids Act.

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

- **Fresh Fruit and Vegetables Program** - administered by the Department of Agriculture's Food and Nutrition Service. The grant-funded program provides participating elementary school

students with a variety of free fresh fruit and vegetable snacks throughout the school day as a supplement to (and not part of) the school breakfast and school lunch programs, and to teach students about good nutrition and as well as combat childhood obesity.

- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low- cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children at reasonable prices.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **Farm-School Alliance Program** – This program will be used to promote fresh fruits and vegetables in school menus.

Extended Learning Programs

During the 2023-2024 school year, Oxnard Middle College High School will offer the following extended learning programs to students enrolled:

- Tutoring
- GSA Club
- STEM Club
- Mariachi
- All Children Thrive
- National Honor Society Club
- Griffin Guild
- Peer to Peer Advocates
- Yearbook Club
- Community Service

All students will meet with their teachers on a daily basis following the master schedule and the bell schedule and will participate in regular in-person instruction every day. Class periods are scheduled for 90 minutes Monday through Friday. The schedule at Oxnard Middle College allocates time during the school day for students to participate in College Classes. In all classes teachers are utilizing Canvas to assign and collect student work for feedback. Ongoing formative assessment will take place for checking for understanding and student progress. Teachers will continue maximizing the use of technology tools to support students academically. OMCHS' Counselor will be hosting in person presentations and will continue hosting virtual sessions for students and parents. The Principal will host at least five SSC meetings every year. Additionally the Principal will host a coffee with the Principal at least once every semester.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council Approval Date	Local Board Approval Date
Oxnard Middle College HS	56725460136804	February 6, 2024 Revised budget approved on Oct. 22, 2024	November 2024

Purpose and Description

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

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

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

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

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

Stakeholder Involvement

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

As part of the planning process to developing the School Site Plan for Oxnard Middle College student performance data was reviewed by the staff and the School Site Council. Priorities for the 2024 -2025 school year were discussed at the School Site Council meeting on December, 2023, January 2024 and February 2024. The budget for the 2023 – 2024 school year was allocated to provide students the services

Review and Update?

listed in the School Site Plan. During the February 6, 2024 meeting, School Site Council reviewed the School Plan for Student Achievement and the budget allocation and approved the plan for the 2024-2025 school year. Signature page included.
The budget was updated at the beginning of the 2024-2025 school year with an allocation of \$2800.00. The revised plan was presented to SSC on October 22, 2024 and approved with the adjusted budget.

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	February 6, 2024 and Revised budget on October 22, 2024

Resource Inequities

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

NA

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

OMCHS data shows that students at OMC are scoring at higher levels than the district's average. However, our school data indicates that not all students are performing at college and career ready levels. This was identified when reviewing summative CAASPP data for 2022-2023 school year. This is noticeable specially in the area of Mathematics.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Academic Indicator, CAASPP English Language Arts.	95% of students performing standard met or <i>Standard exceeded</i> in ELA	The percent students scoring standard met or standard exceeded will be maintained or increased by 0.5%
Math Academic Indicator, CAASPP Mathematics.	54% of students performing standard met or <i>Standard exceeded</i> in Mathematics	The percent of students scoring standard met or standard exceeded will increase at least by 2%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Low income students and all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$400.00	Title 1

Strategy/Activity 2

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000.00	Title 1

Annual Review:

SPSA Year Reviewed: 2023-2024

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

ANALYSIS:

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

Student Achievement data shows that 46% 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.

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

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

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

The baseline for this goal is set up during the 2023-2024 school year based on CAASPP results from 2022-2023 CAASPP. Collaboration time for data analysis will be allocated for mathematics teachers.

Goal 2:

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

Identified Need:

Local indicators indicate that not all students are performing at college and career ready levels. At OMC 96% of the students were meeting A-G requirements for the UC system during the 2022-2023 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student achievement data. Student meeting A-G requirements.	96% of students meeting A- G requirements.	Increase the percent of students meeting A-G requirements by 2%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Low income students and all students.

Strategy/Activity

Students will have access to English and Math tutoring before school and after school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,400.00	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low income students and all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0.00	Title 1

Annual Review:

SPSA Year Reviewed: 2023-2024

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

ANALYSIS:

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

Tutoring:

Offering Tutoring services to students is very successful at OMC. Data shows that 0.5% of students earned D's or F's during the 2022-2023 school year. Our student data shows that 0.9% of students were earning D's or F's during the first quarter of the 2022-23 school year. Data shows that only 0.1% of students earned D's and F's at the end of the semester. The same trend was noticed during semester 2. During the 1st quarter of semester 2, 0.7 percent of students were earning D's or F's and only 0.4% earned D's or F's at the end of the semester. 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 in making this service available to students. Students provided anecdotal data as to how they found the fieldtrips informational and open their perspective to college life. The 12th grade students will be surveyed this year to set a baseline as to the percent of the students that found the university fieldtrips beneficial.

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

Teachers and high school students were recruited to serve as Tutors. Currently this system is being implemented successfully to provide support to students. There is no fiscal impact when high school tutors are recruited. Our district and school will continue the effort of recruiting college students as tutors.

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

The goal is to have Tutors hired since the beginning of the year to provide support to students in the area of English and Mathematics.

Goal 3:

Goal 3: Multi-Tiered Systems of Intervention & Support - Oxnard middle College will offer students systems of intervention and support that effectively promote diversity, equity, and inclusion.

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student response to YouthTruth Survey	Belonging and Peer collaboration 70%	Increase the percent of students in belonging and Peer collaboration from 70% to 75%
Student response to YouthTruth Survey	Percent positives on Engagement 72%	Increase the percent of students scoring positives on Engagement from 72% to 77%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Academic Counseling and College and Career Support to students.

Proposed Expenditures for this Strategy/Activity

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

Annual Review:

SPSA Year Reviewed: 2023-2024

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

ANALYSIS:

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

Student Wellness Specialist offered students services to provide social emotional support to all students. Monthly campaigns, student recreational events, fieldtrips, school activities, Caring Closet and other school events were hosted during the 2022-2023 school year. Youth Truth data shows that the percent of students in the area of belonging decreased from 82% during 2022 to 70% in 2023. Academic Counselor hosted several activities for students to provide college and career readiness information and provided students with information on extra-curricular activities. More students are now engaged in school activities. In the area of engagement, the percent decreased from 79% during 2022 to 72% during 2023. Our school will review the activities and resources available to students to ensure that the resources available target the students needs in these areas.

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

OMCHS increased services to students in the areas of Academic Counseling and Social Emotional Counseling. Both counselors offer students ample activities and student supports. The Counselor,

Student Wellness Specialist and administrator will collaborate and review YouthTruth survey data to ensure that the activities provided to students are aligned to the needs of the students on the Engagement and Belonging areas.

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

No adjustments will be made to this goal.

Centralized Support for Planned Improvements in Student Performance

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

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

Activity	Activity Dates	Funding Source
District Parent Liaison – Supplemental services for parents at sites and district level, coordinating various workshops, Health & Wellness Fair, Fall College Focus Conference, Spring event preparing for college and career.	2024-2025	Title I Funds
Director English Learner Services – Responsible for management and educational functions associated with English Learners, Migrant Education, Title I, EIA/LEP, and other categorically funded programs designed to provide academic support for high school students.	2024-2025	Title I Funds
Director’s Secretary – Supports the Director with the coordination and management associated with English Learners, Migrant Education, Title I, EIA/LEP, and other categorically funded programs.	2024-2025	Title I Funds

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2023-2024 Carryover	\$0
Title I 2024-2025	\$2,800.00
Title III 2022--23	\$0

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

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

State or Local Programs	Allocations
	\$0.00

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

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

References

Parent Involvement Calendar

OMCHS Parent Involvement Calendar 2024-2025	
School Events	
Back to School Night	August 29, 2024
Open House	February 13, 2025
Title I Annual meeting	September 24, 2024
Parent Meetings	
Coffee with Counselor/Principal	September 5, 2024
Coffee with Counselor/Principal	November 14, 2024
Coffee with Counselor/Principal	February 5, 2025
Coffee with Counselor/Principal	March 2, 2025
School Site Council/ELAC	
SSC Meeting	October 22, 2024
SSC Meeting	November 19, 2024
SSC Meeting/Coffee with The Principal	January 28 , 2025
SSC Meeting	March 25, 2025
SSC Meeting	April 22, 2025
12 th Grade Parent Nights	
Senior Parent Night	August 2024 (Exact date TBA)
FAFSA/CADAA Night	October 2024 (Exact date TBA)
Senior Parent Night	March 2025 (Exact date TBA)
PTSA Meetings	
Dates TBA	

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

Professional Development Plan

Certificated staff and classified staff have attended training opportunities sponsored by the Ventura County Office of Education, Oxnard Union High School District and other agencies; training activities were aimed to support academic achievement. During the 2024-2025 school year, all staff will attend the workshops sponsored by the Oxnard Union High School District, the Ventura County Office of Education, and other agencies. Staff development for the 2024-25 school year at Oxnard Middle College High School will be focused on the following:

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

School Accountability Report Card

The School's Accountability Report Card for the 2022-2023 school year is included in the Appendix.

The site's School Accountability Report Card for the 2022-2023 school year was published and available in February 2024 and can be located on the district's website.

Oxnard Middle College High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

I am excited and honored to serve our community as principal of Oxnard Middle College High School, "Home of the GRIFFINS". Our Faculty and staff are committed to offering our students the best teaching practices and student service. We have a very experienced and knowledgeable staff that is dedicated to ensuring our students receive a high-level education and prepares and supports them in their high school and college classes. Oxnard Middle College commitment to excellence in academics offers students opportunities that are not available at any other high school in our district.

Our strong partnership with Oxnard College provides our students access to courses that will allow them to earn an AA or AS degree while completing their high school diploma. Oxnard Middle College High School offers a learning environment in which faculty, staff, parents and community members hold high academic, extracurricular and behavioral standards for our students. With a strong school to parent relationship, together we can prepare our students for whatever they want to do in life.

Our school offers all students a small and welcoming environment where students have access to academic and social/emotional support. Our Student Wellness Specialist is available to meet with students as needed. The wellness center is available to students every day and our wellness specialist plans and coordinates activities regularly that promote mental health awareness. Activities that promote social emotional support are made available to students and staff at the wellness center pop ups during lunch time. Our wellness specialist also visits classes and makes class presentations to students to enhance their social emotional skills. The wellness center staff also collaborates with community organizations in the effort to offer students additional support. Our wellness peers have access to ample activities, workshops and field trips that prepare them to help their peers.

Our Academic Counselor meets with students regularly and ensures that students have a well balanced high school and college schedule. Our counselor also monitors each student's academic plan towards graduation progress. Students have access to ample class presentations related to college and career readiness, Financial Aid, college applications, scholarships and other college and career related topics. Our counselor collaborates with different universities to ensure students participate in college field trips. Our students also have access to after school CTE programs available to students in our district. Parent presentations and workshops are made available via Coffee with the Counselor/Principal, grade specific

2023-24 School Description and Mission Statement

presentations and parent college and financial nights.

We invite our parents to become involved in school leadership groups such as PTSA, School Site Council and ELAC. Our faculty and staff are dedicated to your student's success, but we need your involvement in order to fully develop each student's potential. I encourage all parents to follow their student's progress and schedule a meeting with our counselor at least once every semester.

Parents and students are able to check the students' schedule of classes, attendance and academic progress via ParentVue and StudentVue. We have aligned our school calendar as much as we can to Oxnard College's calendar. All our students participate in AVID classes which offer students opportunities to develop strategies on how to work as teams, participate in meaningful interactions, practice leadership roles and successful college going practices. 11th grade students have the option to take the PSAT at no cost in October. Our counselor and AVID teachers work on a regular basis with our students on career exploration and college research using "California Colleges".

OMCHS values an education in which students gain knowledge and learn how to apply that knowledge. Our school emphasizes the development of skills and abilities necessary to work as part of a team. We look forward to developing a strong partnership with you that will enhance your son/daughter's educational experience here at OMCHS.

Most respectfully,

Maricruz Hernández
Principal

Mission

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

Vision

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

School Description

Oxnard Middle College High School is the newest addition to the Oxnard Union High School District. We officially opened our doors during the summer of 2018. During the 2018-2019 school year, we opened with 38 ninth graders and we have added 35-50 incoming ninth-graders and transfer students each fall. The class of 2022 was our inaugural graduating class with 34 students. Our maximum enrollment is about 200 students.

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

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

OMCHS adopted the AVID program from 2018-2019 and 100% of students at OMCHS participate in the AVID program. While in all high school classes at OMCHS, students receive AVID support. Teachers are offered ongoing AVID training and the students are also offered the AVID elective to support them in the rigorous coursework and university preparation. Students also receive support in educational technology and college courses through an Academic Enrichment program. OMCHS is a

2023-24 School Description and Mission Statement

one-to-one laptop school. Each student is provided with a laptop as well as a personal hotspot if needed. Students use their technology to create, communicate, collaborate, and express their critical thinking. They also create personalized digital portfolios that span all four years to collect, recollect, and reflect on their progress in each high school and college class.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	47
Grade 10	50
Grade 11	43
Grade 12	28
Total Enrollment	168

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63.7%
Male	36.3%
Asian	1.8%
Black or African American	1.2%
Filipino	5.4%
Hispanic or Latino	84.5%
Two or More Races	3.6%
White	3.6%
English Learners	5.4%
Homeless	3.6%
Migrant	0.6%
Socioeconomically Disadvantaged	76.2%
Students with Disabilities	2.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.90	97.75	579.80	77.39	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.08	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.40	1.66	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	60.00	8.01	12115.80	4.41
Unknown	0.00	2.00	96.30	12.85	18854.30	6.86
Total Teaching Positions	4.00	100.00	749.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.80	100.00	629.60	81.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.30	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.30	2.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	43.90	5.71	11953.10	4.28
Unknown	0.00	0.00	69.80	9.07	15831.90	5.67
Total Teaching Positions	5.80	100.00	770.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50	55.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Oxnard Middle College High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. On Wednesday, September 27, 2023, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 23-38 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

Jan 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync McGraw Hill 2020 Harry Potter (Full Series) Scholastic The Language of Composition Bedford Freeman Worth 2022 Literature and Composition Bedford Freeman Worth 2022	Yes	0
Mathematics	MYP Mathematics: A Concept-Based Approach - Year 3 Oxford Press Oxford Press 2021 IB MYP MATH Y4 Y5 STA 2E SB SET H Oxford Press 2022 IB MYP MTH Y4 Y5 EXT 2E SB SET Oxford Press 2022 IB MYP MATH Y4 Y5 STA 2E SB SET H Oxford Press 2023 IB MYP MTH Y4 Y5 EXT 2E SB SET Oxford Press 2023 Common Core Algebra I w/ CalcChat & CalcView Cengage 2022 Common Core Geometry w/ CalcChat & CalcView Cengage 2022 Common Core Algebra 2 w/ CalcChat & CalcView Cengage 2022 Math for Business & Finance: An Algebraic Approach McGraw Hill 2022 Financial Algebra, Advanced Algebra With Financial Applications Cengage 2022 Big Ideas Math Integrated Mathematics I Cengage 2014 Big Ideas Math Integrated Mathematics II Cengage 2014 Big Ideas Math Integrated Mathematics III Cengage 2014 Core Connections Integrated I College Preparatory Math 2014 Core Connections Integrated II College Preparatory Math 2014 Core Connections Integrated III College Preparatory Math 2014	Yes	0

Science	<p>OUHSD Biology of the Living Earth Sem1/Sem 2- CK12 OCR 2019</p> <p>OUHSD Chemistry in the Earth System Sem1/Sem2-CK12 OCR 2019</p> <p>Lumen Learning Earth Science OER Commons</p> <p>Website/Url:http://www.oercommons.org/courses/earth-science-4/viewLumen Learning 2021</p> <p>McGraw Hill, Exploration: An Introduction to Astronomy 9th E 2020 McGraw Hill 2020</p> <p>Savvas, Environmental Science: Your World, Your Turn Savvas 2021</p> <p>Bedford Freeman Worth, Environmental Science for the AP/3 Edition Bedford Freeman Worth 2019</p> <p>McGraw Hill/ Marine Science McGraw Hill 2021</p> <p>Savvas, Essentials of Oceanography SASTA Edition/ 13th Edition Savvas 2020</p> <p>Heinle/ITP, Chemistry AP Edition Heinle 2019</p> <p>Conceptual Physics Prentice Hall 2020</p>	Yes	0
History-Social Science	<p>American History: Reconstruction HMH 2021</p> <p>CA Modern History HMH 2021</p> <p>Economics: Concepts & Choices HMH 2021</p> <p>US Government: Principles in Practice HMH 2021</p> <p>Cultural Landscape: An Intro to Human Cultural Geography Savvas 2021</p> <p>Ways of the World BFW 2021</p> <p>The American Pageant (16th edition) Cengage 2010</p> <p>A Different Mirror, for young people Penguin, Random House 2021</p>	Yes	0
Foreign Language	<p>!Ven conmigo! Nuevas Vistas Curso Uno Holt, Reinhart & Winston 2005</p> <p>Abriendo Puertas Cengage Learning 2021</p> <p>Abriendo Puertas: Lenguaje McDougal Little 2007</p> <p>Album D.C.Health 2007</p> <p>AP 4 Spanish Language and AP 4 Spanish Language for Native Speakers, 4th edition Pearson Publishers 2013</p> <p>AP 4 Spanish Language and AP4 Spanish Language for Native Speakers, 4th edition Pearson Publishers 2013</p> <p>AP French: Preparing for the Language Exam, 2nd edition Prentice Hall 2008</p> <p>AP Spanish: Preparing for the Language Exam Pearson Prentice Publishers 2013</p> <p>Azulejo, 2nd edition Wayside Publishing 2021</p> <p>D'Accord Niveau 1 Vista Higher Learning 2015</p> <p>D'Accord Niveau 2 Vista Higher Learning 2015</p> <p>D'Accord Niveau 3 Vista Higher Learning 2015</p> <p>Encuentros: Curso de Introduccion Holt, Reinhart & Winston 1999</p> <p>IMAGINEZ: le francais sans frontiers, 2nd edition Vista Higher Learning 2013</p> <p>Kaleidoskop: Kultur, Literatur und Grammatik, 6th edition Houghton Mifflin 2013</p> <p>Kaleidoskop: Kultur, Literatur und Grammatik: 8th edition Cengage-Houghton Mifflin 2013</p> <p>Komm mit! Level 1 "Holt, Reinhart, & Winston International Film" 2000</p> <p>Komm mit! Level 2 "Langenscherolt Holt, Reinhart, & Winston" 2003</p> <p>Komm Mit! Level 3 Holt, Reinhart, & Winston 2013</p> <p>Manual de gramatica y ortografia para hispanos Pearson Prentice Hall 2013</p>	Yes	0

	<p>Momentos cumbres de las literaturas hispanicas Pearson Prentice Hall 2013</p> <p>Que Chevere! 1, 1st edition EMC Publishing 2017</p> <p>Que Chevere! 2, 1st edition EMC Publishing 2017</p> <p>Que Chevere! 3, 1st edition emc Publishing 2017</p> <p>Sendas Literarias -Level 1 "D.C.Heath Heinle and Heinle" 2001</p> <p>Sendas Literarias -Level 2 Heinle and Heinle 2001</p> <p>Stationen: Ein Kursbuch fur die Mittelstufe, 2nd edition Cengage-Houghton Mifflin 2013</p> <p>Various Authors: Abriendo Puertas: Antologia de literature en espanol Tomo 1 and Tomo 2 McDougal Littel 2003</p>		
Health	Comprehensive Health Skills for High School Goodheart Wilcox 2023	Yes	0
Visual and Performing Arts	<p>Creative Sequencing Techniques for Music Production, 2nd edition Routledge 2016</p> <p>An Introudction to Music Technology, 2nd edition Routledge 2016</p> <p>Successful Sight Singing Neil A. Kjos 1994</p> <p>Solo Guitar Playing, 4th edition Music Sales America 2020</p> <p>Bass Method Book Ed Friedland & Hal Leonard 2004</p> <p>The Enjoyment of Music, 13th edition W.W. Norton & Company 2020</p> <p>Sound Innovations, Books 1-3 Alfred Publishing 2020</p> <p>All for Strings, Books 1-3 KJOS 2020</p> <p>Alfred's Adult All-in-One Level 2: Lesson Theory Technic, 1st edition Alfred Music 2020</p> <p>Two Part Inventions, 1995 Neil A Kjos</p> <p>Stick Control for Snare Drummer Stone Percussion Books LLC 2009</p> <p>The Art of Percussion Playing Meredith Music 2006</p> <p>Modern School of Xylophone, Marimba, Vibraphone Alfred Music</p> <p>Worlds of Music, 6th edition Cengage Learning 2020</p> <p>Gardner's Art Through the Ages Thomson 2006</p> <p>Discovering Art History Davis Publications Prentice Hall 2003</p> <p>Exploring Painting Davis Publications 2022</p> <p>The Visual Experience Davis Publications 2022</p>	Yes	0

School Facility Conditions and Planned Improvements

School Facilities & Maintenance

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

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

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

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

Facilities Inspection

The district's maintenance department inspects Oxnard Middle College High School on an annual basis in accordance with Education Code §17592.72(c)(1). Oxnard Middle College High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place in December of 2023. No emergency repairs were needed and no unsafe conditions were found.

Year and month of the most recent FIT report

2023-24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	86	95	45	45	47	46
Mathematics (grades 3-8 and 11)	57	54	21	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	39	90.70	9.30	94.87
Female	27	24	88.89	11.11	91.67
Male	16	15	93.75	6.25	100.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	96.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	6.67	85.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	39	90.70	9.30	53.85
Female	27	24	88.89	11.11	45.83
Male	16	15	93.75	6.25	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	53.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	6.67	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.68	47.76	15.97	18.91	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	67	94.37	5.63	47.76
Female	50	47	94.00	6.00	44.68
Male	21	20	95.24	4.76	55.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	62	58	93.55	6.45	44.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Workforce Preparation

The school counselor provides students with counseling in regards to college and career. In the AVID class students do research on career interest. All our students have an account with California Colleges and have access to career profile, college search and career research. Students meet with the counselor to discuss their progress towards graduation, progress on A-G requirements and review with students their career interest.

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

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

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	84.85

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	0%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parent Involvement

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

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

Committees

English Learner Advisory Council (ELAC)

School Site Council (SSC)

LCAP Community Advisory

PTSA

School Activities

Awards Ceremonies

Back to School Night

Board Recognition

Coffee with the Counselor/Principal

Open House

Parent Orientation

Student Orientation

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate		0	0	8.8	6	5.4	9.4	7.8	8.2
Graduation Rate		100	100	82.5	89.9	89.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	28	28	100.0
Female	23	23	100.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	26	26	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	23	23	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	171	169	11	6.5
Female	109	108	9	8.3
Male	62	61	2	3.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	10	9	0	0.0
Hispanic or Latino	144	143	9	6.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	6	6	2	33.3
English Learners	9	9	0	0.0
Foster Youth	0	0	0	0.0
Homeless	10	10	0	0.0
Socioeconomically Disadvantaged	129	128	7	5.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	4	4	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.06	4.52	5.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.30	0.45	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

School Site Safety Plan

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

The school's most recent school safety plan was reviewed, updated, and discussed with school staff on February 2023. Our Comprehensive School Safety Plan contains the following elements: Assessment of school crime committed on school campuses and at school-related functions

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

2023-24 School Safety Plan

Campus Supervision

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

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	8	3	1
Mathematics	12	14	3	
Science	1	1		
Social Science	17	6	1	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	6	6	0
Mathematics	18	7	5	0
Science	1	5	0	0
Social Science	22	6	0	1

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	84

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,897.98	1,873.62	13,024.36	88,645.87
District	N/A	N/A	10,103.73	97,546
Percent Difference - School Site and District	N/A	N/A	25.3	-9.6
State	N/A	N/A	7,607	97,850
Percent Difference - School Site and State	N/A	N/A	52.5	-9.9

Fiscal Year 2022-23 Types of Services Funded

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

Title I, Part A
 ESSA School Improvement (CSI)
 ESSA ESSER III 80%
 ESSA ESSER III Learning Loss 20%
 SPED American Rescue Plan IDEA Part B, Local Assistance Entitlement
 SPED IDEA Basic Local Assistance Entitlement
 SPED Transition Partnership
 Carl Perkins Career and Technical Education
 Title II, Supporting Effective Education
 Title IV, Student Support and Academic Enrichment
 Title III, English Language Acquisition
 Title IX, Part A, McKinney-Vento Homeless Assistance Grant
 American Rescue Plan Homeless Children and Youth Program
 American Rescue Plan Homeless Children and Youth Program II
 MediCal
 SPED AB602
 Lottery Prop 20
 California Partnership Academies Program Grant
 Clean Technology and Renewable Energy
 Career Technical Education Incentive Grant
 K-12 Strong Workforce Program
 SPED Project Workability
 Tobacco Use Prevention Education (TUPE)
 Agricultural Career Technical Education Incentive Grant
 Child Nutrition Kitchen Infrastructure Upgrade Funds
 Child Nutrition Food Service staff Training Funds
 A-G Access/Success Grant
 A-G Access/Success Loss Mitigation Grant
 Classified School Employee Summer Assistance Program
 Ethnic Studies Block Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,606	\$57,234
Mid-Range Teacher Salary	\$99,911	\$95,467
Highest Teacher Salary	\$113,929	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$163,159	\$173,198
Superintendent Salary	\$240,180	\$277,572
Percent of Budget for Teacher Salaries	28.68%	31.17%
Percent of Budget for Administrative Salaries	3.09%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

School Sponsored:

All training and curriculum development activities at Oxnard Middle College High School revolve around the California State Content Standards and Frameworks. All faculty work toward a common professional learning goal as well as an individualized goal. Teachers and Counselors reflect on these goals at set intervals during Friday collaboration meetings. Our staff have access to professional learning opportunities made available by our district, county office and other professional learning made available by other agencies. Our teachers collaborate on grading practices, AVID strategies and specific teaching practices that

Professional Development

are implemented school wide.

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

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

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

Oxnard Middle College High School supports ongoing professional growth throughout the year. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as:

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

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

Oxnard Union High School District is committed to fostering a thriving educational environment for both students and educators. Our professional development plan for the 2023-2024 academic year, aligned with the Instructional Support Services (ISS) goals, is designed to enrich our community through continuous learning and innovative curriculum development.

Through, Equity and Excellence in Education:

Goal 1: Equitable Instruction and Assessment

We aim to create a learning environment where every student is given the opportunity to excel. This year, ISS will focus on developing and showcasing equitable grading practices across various subjects, ensuring that assessments truly reflect student learning and growth. We're also committed to bringing teachers from all sites and experience levels together for learning opportunities that emphasize inquiry, support for all learners, and culturally responsive teaching.

Goal 2: Culturally Responsive Pedagogy

Our approach to pedagogy is deeply rooted in respecting and valuing the diverse backgrounds of our students. We'll be providing comprehensive training in Culturally Responsive Pedagogy, ensuring our teaching methods are inclusive and relevant. Additionally, we'll update our curriculum materials to reflect a wide range of perspectives and experiences, making learning more meaningful for every student.

Goal 3: Supporting Academic Success for All

To ensure academic success across the board, we'll be focusing on curriculum mapping and common assessments to maintain high standards. We also plan to revise our curricula continually and offer professional training to keep our teaching methods dynamic and effective.

Fostering Inquiry and Engagement

Goal 1: Student-Centered Pedagogy

This year's plan includes a strong emphasis on student-centered learning. We're ensuring equal representation from all departments in high-leverage learning opportunities. Professional development will also leverage educational technology to enhance teaching methods and engage students more effectively.

Goal 2: Learning Communities

We believe in the power of collaborative learning. To this end, we will support the training of site-based instructional lead teams and provide opportunities for job-alike and content-specific teams to review and enhance curriculum.

Goal 3: Teacher-Centered Professional Learning

Recognizing the importance of our educators' professional growth, we will offer development programs tailored specifically for

Professional Development

teachers. This includes opportunities for lesson study and self-reflection, enabling educators to continually refine their practice.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	