



School Plan for Student Achievement



Oxnard Middle College High School

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Revised: December 2019

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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 while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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 _____, 2019.

**Oxnard Middle College High School School Plan for Student Achievement
2019-2020**

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 2019-20 SSC is as follows:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Maricruz Hernandez	X				
Emily Guthrie		X			
Jamie Scholl		X			
Jessica Vargas de Ruiz				X	
Myriam Cervantes				X	
Andrew Scholl					X
Number of members in each category	1	2		2	1

Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized Representative

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- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6) This SPSA was adopted by the SSC at a public meeting on: November 19, 2019.

Attested:

[Handwritten signature of Maricruz Hernandez in blue ink over a horizontal line]

Maricruz Hernandez, Principal

SSC Chairperson

November 19, 2019

Date

November 19, 2019

Date

District information

District Profile

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).

The District is comprised of eight comprehensive high schools (Adolfo Camarillo – ACHS, Channel Islands – CIHS, Hueneme – HHS, Oxnard – OHS, Oxnard Middle College – OMCHS, Pacifica – PHS, Rancho Campana – RCHS, Rio Mesa – RMHS), one continuation school (Frontier – FHS), and one independent study school (Condor – CHS) that together serve more than 17,000 students. Additionally, nearly 7,000 adult students are served through the Oxnard Adult School (OAS).

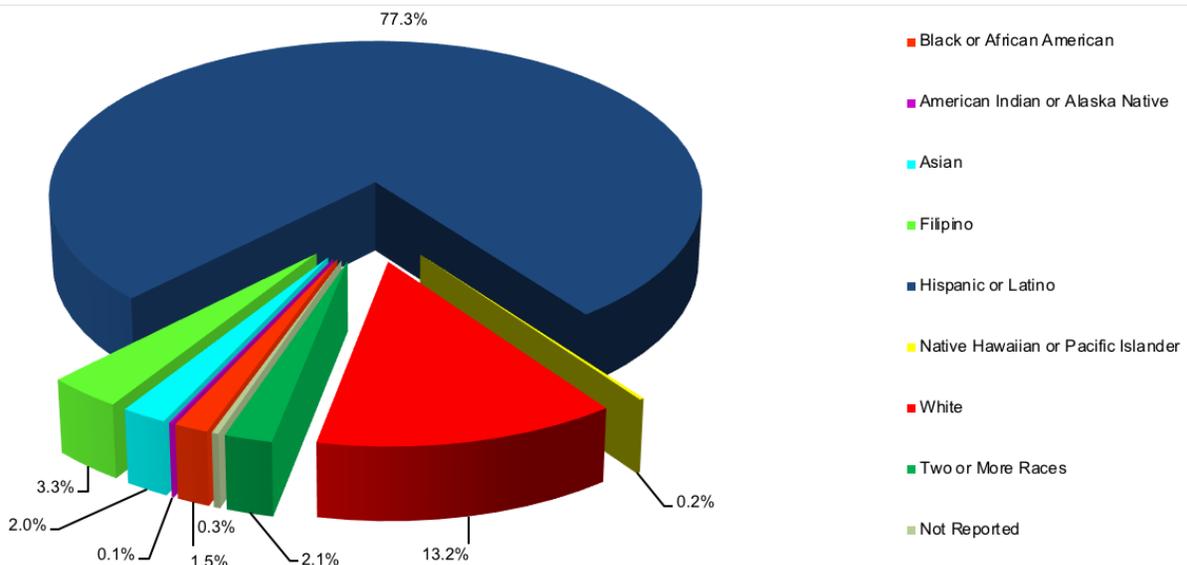
For the 2018-19 school year, 63.9% of students districtwide qualify for Free/Reduced lunch, over 2,000 students are classified as English Language Learners, approximately 70 students were identified as Foster Youth and almost 2,000 as homeless youth.

During the 2018-19 school year, districtwide there were 17,538 students enrolled as of October 2018, consisting of 77.3 % Hispanic, 0.1% American Indian or Alaskan Native, 2.0% Asian, 0.2% Pacific Islanders, 3.3% Filipino, 1.5% African American, 13.2% White, 2.1% Two or More Races, and 0.3% not reported.

Districtwide Student Enrollment by Ethnicity

Data Source: Dataquest 2018-19

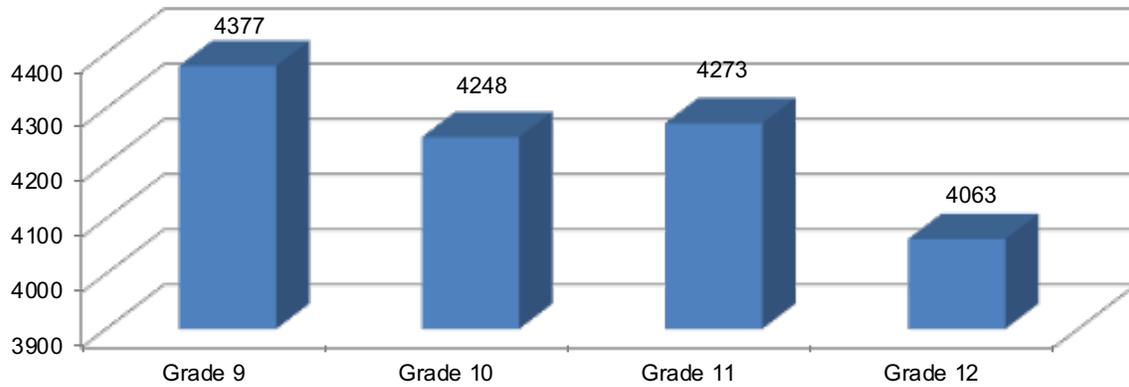
2018-19 Total Enrollment by Ethnic Group: 17,538



Districtwide Student Enrollment by Grade Level

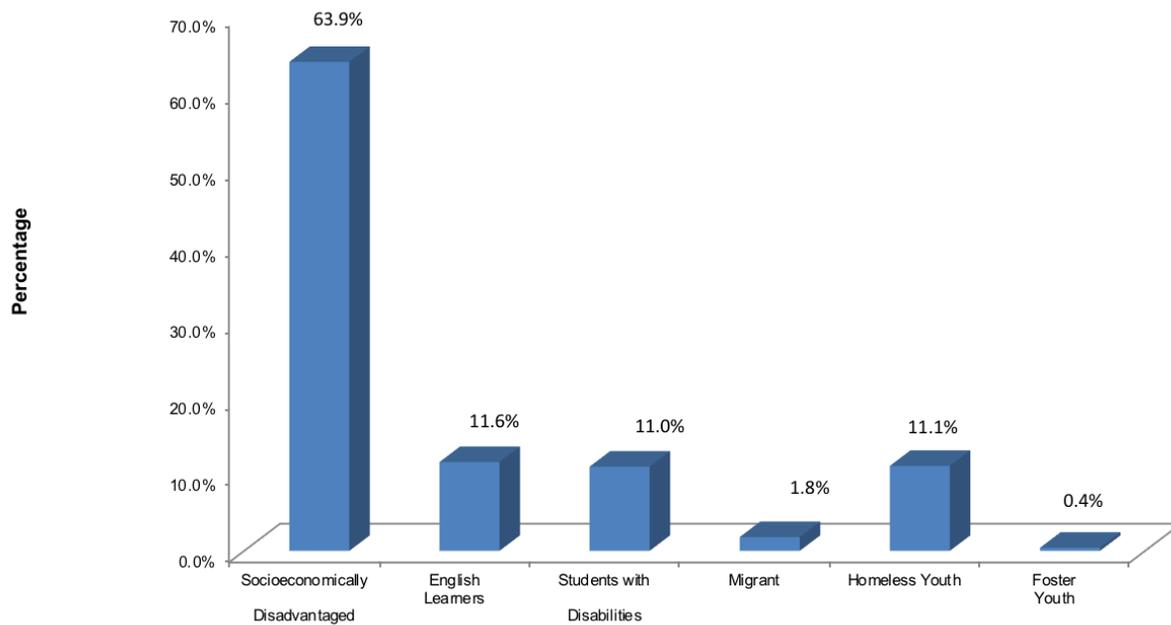
Data Source: Dataquest 2018-19

2018-19 Total Enrollment by Grade Level: 17,538



Districtwide Student Enrollment by Subgroup

Data Source: Dataquest 2018-19



District Local Control and Accountability Plan (LCAP) Goals

LCAP Goal 1

Goal 1: Instruction - To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons.

LCAP Goal 2

Goal 2: College & Career Readiness - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation.

LCAP Goal 3

Goal 3: Multi-Tiered Systems of Support & Intervention - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, multi-tiered wellness interventions, and safety programs.

LCAP Goal 4

Goal 4: Parent, Family, and Community Involvement - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will effectively involve parents, families, and community in programs and initiatives that provide support to students.

School Information

School Profile

Oxnard Middle College High School, which is located on the campus of Oxnard College, officially opened during the summer of 2018. During the 2018-2019 school year, the first class of ninth graders enrolled in both high school and college classes, which they attended on a full day, block schedule Monday-Friday. OMCHS will continue to add another class of Griffins every year until reaching full enrollment of 9th-12th grades in 2021-2022. All OMCHS students are part of a dual enrollment pathway with a combination of high school and Oxnard College classes each year. This model offers students access to a high school diploma and a transferable associate's degree at the end of 12th grade.

School Vision

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

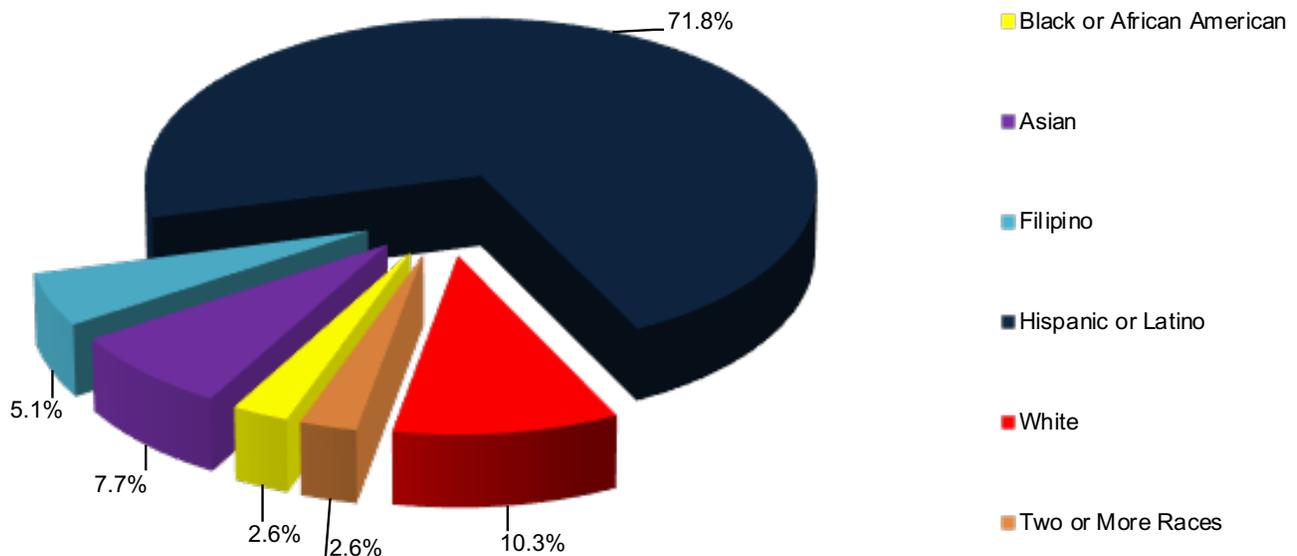
School Mission

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

Student Enrollment by Ethnicity

Data Source: Dataquest 2018-19

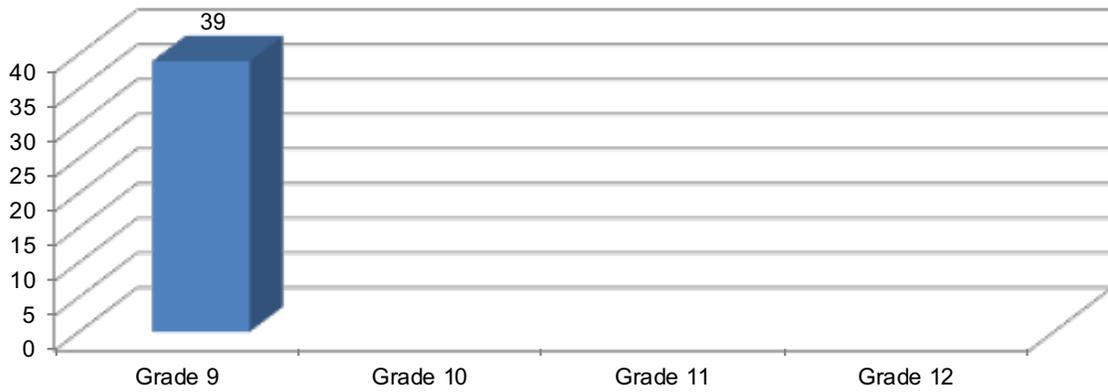
2018-19 Total Enrollment by Ethnic Group: 39



Student Enrollment by Grade

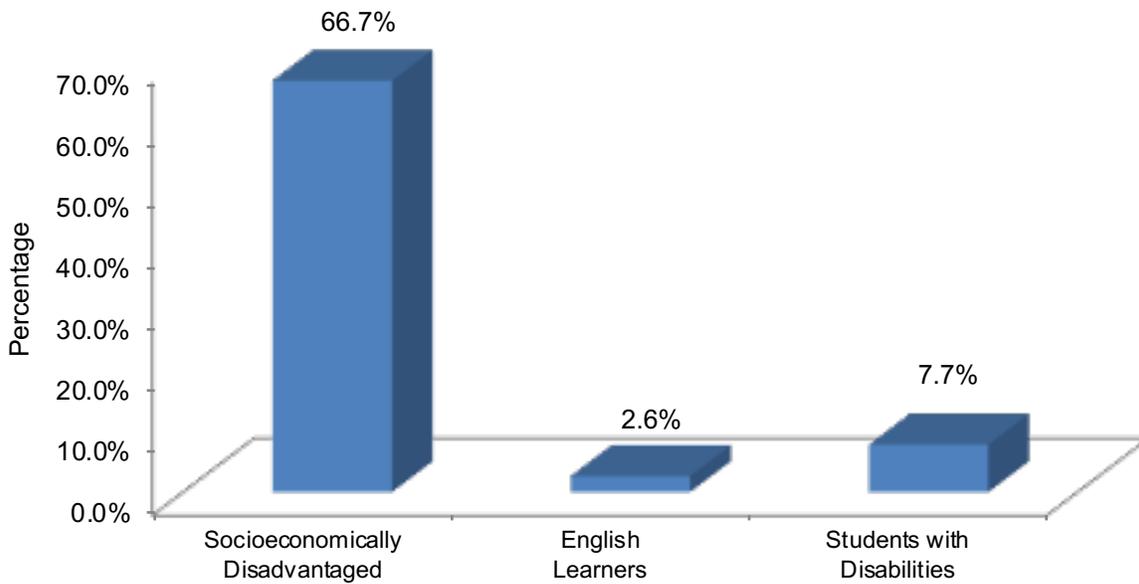
Data Source: Dataquest 2018-19

2018-19 Total Enrollment by Grade Level: 39



Student Enrollment by Subgroup

Data Source: Dataquest 2018-19



Comprehensive Needs Assessment

Oxnard Middle College High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff development activities, staff meetings, and on early release days, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Healthy Kids Survey
- ✓ Staff Development Feedback
- ✓ Walkthrough Observation
- ✓ Analysis of Student Performance Data:
 - CAASPP
 - ELPAC
 - Interim Assessments
 - Attendance Rates

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 2019-20 school year, Oxnard Middle College High School will provide the following programs for its students (and parents as applicable):

- Parent Project Classes
- Sprigeo
- School Resource Officer on campus
- Positive Behavioral Interventions & Supports (PBIS)

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 school health council/committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

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. 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, and 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.

The district offers a variety of free and reduce-meal programs through the [National School Lunch Program](#) (NSLP), [Especially Needy Breakfast Program](#) (SNBP), [School Breakfast Program](#) (SBP), Meal Supplement Program (Snacks), [Child Care Program](#) (CCAFP), and the [Seamless Summer Feeding Option Program \(SSFOP\)](#). 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 2019-20 school year, Oxnard Middle College High School will offer the following extended learning programs to students enrolled at their school site:

- Advancement Via Individual Learning (AVID)
- Tutoring
- College Application Financial Aid Guidance (after school and at lunch)

School Plan for Student Achievement

School Name	County-District-School CDS Code	School site Council (SSC) Approval Date	Local Board Approval Date
Oxnard Middle College HS	56725460136804	November 19, 2019	

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’ plan are directly aligned to the districts LCAP 2019-2020 plan. In developing the schools goals feedback from students, staff, parents was compiled and student achievement data was reviewed. The goals included in the school plan are designed to increase and improve services for EL, LI, and FY youth. Increased and/or improved services include, but are not limited to: Professional Development to support EL student achievement; technology devices and technology based lessons; Intentional college readiness: PSAT and SAT during the school day, Safe School plans, Improved parent communication and opportunities for parent engagement. Additionally, School Site Plan allocates Title I funds to provide additional services to EL, LI and Foster Youth students based on local student data.

Stakeholder Involvement

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

As part of the planning process to develop the School Site Plan for Oxnard Middle College student performance data was reviewed by the staff and the School Site Council. Priorities for the 2019-2020 school year were discussed at the School Site Council meeting on May 2019. The school Site Council reviewed the priorities for the plan again during the September School Site Council meeting. The budget for the 2019-2020 school year was allocated to each service listed in the School Site Plan. During the November 2019 meeting, School Site Council reviewed the School Plan for Student Achievement and the budget allocation and approved the plan for the 2019-2020 school year. Signature page included.

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	11-19-19

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.

Identified Need:

Using feedback from staff, students, and parents OMCHS developed and aligned the School Plan for Student Achievement to the district’s LCAP goals and WASC action plan to focus on improving student outcomes. OMCHS implements an instructional program that supports the High School Diploma as a minimum and provides college readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons.

Local indicators identify that not all school students are achieving at college and career ready levels and that achievement gaps exist between significant pupil subgroups including English Learners, Low Income students, and male students.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Academic Indicator, CAASPP Interim Assessment Blocks English Language Arts.	Increase percent of all students Scoring <i>Standard Met</i> in ELA Interim Assessments from 39% to 42%	Students will demonstrate to be college ready by scoring standard met or standard exceeded in Early Academic Placement (EAP).
Math Academic Indicator, CAASPP Interim Assessment Blocks Mathematics.	Increase percent of all students Scoring <i>Standard Met</i> in Mathematics Interim Assessments from 31% to 34%	Students will demonstrate to be college ready by scoring standard met or standard exceeded in Early Academic Placement (EAP).

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, English Learners and Low Income students

Strategy/Activity

Instruction- Lesson Study
Professional Development and Lesson Study focused on strategies that supports the collaborative development of equitable, rigorous, accessible, and engaging lessons. Including support for common planning, peer to peer observation and review of student work designed to inform subsequent lesson development and improve student outcomes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$200	Title 1

Annual Review:

SPSA Year Reviewed: 2018-19

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.

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

N/A – First year of implementation.

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.

N/A – First year of implementation.

Goal 2:

College & Career Readiness.

Identified Need:

To support High Expectations and Powerful Futures for EVERY student, Oxnard Middle College will provide college and career readiness experiences for ALL students prior to high school graduation. State Standards, Course Access, Student Engagement, Student Achievement.

Local indicators identifies that not all students are achieving at college and career ready levels and that achievement gaps exist between significant pupil subgroups including English Learners, Low Income students, and Foster Youth.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Grade 9 PSAT 8/9 percent meeting benchmark	Increase Grade 9 PSAT 8/9 percent meeting both benchmarks from 54% to 55%	To prepare students for the SAT exam. Students should be able to demonstrate their skills in English and Math in the SAT.
Increase Grade 9 PSAT 8/9 percent meeting benchmark	Increase Grade 9 PSAT 8/9 percent in ERW from 69% to 70%	To prepare students for the SAT exam. Students should be able to demonstrate their skills in English and Math in the SAT.
Increase Grade 9 PSAT 8/9 percent meeting benchmark	Increase Grade 9 PSAT 8/9 percent in Mathematics from 54% to 55%	To prepare students for the SAT exam. Students should be able to demonstrate their skills in English and Math in the SAT.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Academic Support/Tutoring

Strategy/Activity

Students will participate in study sessions on Saturdays to receive extra instruction in Mathematics and English and study skills.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$400	Title I

Annual Review:

SPSA Year Reviewed: 2018-19

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.

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

N/A – First year of implementation.

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.

N/A – First year of implementation.

Goal 3:

Multi-Tiered Systems of Support & Intervention.

Identified Need:

To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, multi-tiered wellness interventions, and safety programs. OMCHS will focus on Parent Involvement and School Climate.

Student data from the California School Dashboard and other local indicators identifies that student achievement is impacted positively when students interact regularly with a caring adult within a safe school environment that provides high expectations for every student, including clear academic expectations and relevant support within a school campus that is safe and welcoming.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student response to Youthtruth Survey	Increase positive student response to School Culture from 59% to 62 %	
Student response to Youthtruth Survey	Increase positive student response to college and career readiness from 50% to 53%	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Extra Counseling support

Strategy/Activity

Establish socio-emotional interventions and health/wellness interventions for EL, LI, FY, and students with disabilities outside the school day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$200	Title I

Annual Review:

SPSA Year Reviewed: 2018-19

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.

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

N/A – First year of implementation.

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.

N/A – First year of implementation.

Goal 4:

Parent, Family, and Community Involvement.

Identified Need:

Student data from the California School Dashboard and other local indicators identifies that student achievement is impacted positively when parents and families receive regular communication from schools and opportunities to understand the most effective ways to support their student

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement	Increase parent survey participation from 54% to 57%	To increase student engagement by informing parents of students' academic progress and needs.
Parent Involvement	Increase parent participation at site events from 5% to 7%	To increase student engagement by informing parents of students' academic progress and needs.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, English Learners and Low Income students

Strategy/Activity

Provide and increase participation in afternoon, evening, and weekend programming for parents at school sites a minimum of once each term. In the appropriate home language, provide information on topics including, but not limited to: high school graduation; academic, social, health, safety, and wellness support for students and families; UC/CSU a-g college entrance requirements; career readiness opportunities; educational technology; and other topics as requested.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$200	Title I

Annual Review:

SPSA Year Reviewed: 2018-19

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.

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

N/A – First year of implementation.

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.

N/A – First year of implementation.

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
Categorical Counselors – Supplemental services for students, parents/guardians for Title I and Title III groups.	2019-20	Title I Funds
Categorical Guidance Technicians – Supplemental support for English learners and immigrant youth and their parents/guardians.	2019-20	Title III Funds
Intervention Specialist – Supplemental Social/Emotional support for students and parent/guardian, MTS Services Tier 2 and 3.	2019-20	Title I Funds
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.	2019-20	Title I Funds
Program Specialist – Supplemental educational and coaching support for sites and central office. Inservice activities for teachers of special education and general education in order to increase students’ achievement.	2019-20	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.	2019-20	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.	2019-20	Title I Funds

Budget

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 2018-19 Carryover	\$0.00
Title I 2019-20	\$0.00
Title III 2019-20	\$0.00

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	Allocation (\$)
[List state or local program here]	\$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

School activities are also available on the school's website calendar page located at <http://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 2019-20 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. Site-based staff development for the 2019-20 school year at Oxnard Middle College High School will be focused on the following:

- Advancement Via Individual Determination (AVID)
- College Readiness
- Data review to inform instruction
- Technology Training

School Accountability Report Card

The site will have a 2018-19 School Accountability Report Card published and available in January 2020 which will be located on the district's website.