

Oxnard Union High School District Channel Islands High School

Grades 9 through 12
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Principal's Message

I would like to express to you how honored I am serving as Principal at Channel Islands High School, "Home of the Raiders." It gives me great pleasure to welcome you to our 2014-2015, academic school year. I am excited to get to know our new students and incoming freshman students and their families. Channel Islands is an exceptional school with a rich tradition of excellence in academics and athletics. Our school has an outstanding staff of dedicated professionals committed to teaching, guiding and serving students, parents and the community. Our students have access to the most recent and proven technology to provide an outstanding education that includes the latest teaching strategies for 21st century learning.

Channel Islands High School accomplished many goals last year. Among our many accomplishments; we had students that were selected as recipients of the Gates Millennium Scholars; our MESA students made it to the state competition, several of our teams made it to CIF; we graduated 520 students, and more than 800 of our students maintained a GPA higher than 3.0. Altogether our student and staff have proven that Channel Islands is an outstanding institution that can accomplish the highest standards academically and athletically.

This year we will be offering stronger programs for the benefit of our students. We currently have three academies that students can join, Marine Science, Transportation Technology and Business Finance that has just joined NAF, National Academy Foundation. Our freshman and sophomore students will be able to join our AVID program that will be starting next year. The faculty and staff have been collaborating with different organizations to offer more and better programs for our students. This year promises to be a very exciting year.

My vision for Channel Islands High School is to hold students accountable to higher standards academically, athletically and behaviorally. I believe that with a strong school-to-parent relationship there is nothing that we cannot accomplish together. I would like to invite you to become involved and join any of our parent organizations such as Leadership Team, PFSO, Athletics Boosters or ELAC. I strongly encourage parents to check on your student's progress, grades, attendance and activities through Parent Vue. I would like to once again invite you to become involved and support our students. Whether you are a parent, alumni or concerned citizen you are always welcome to Channel Islands high school. We are working hard to offer your student a very successful year.

Mission Statement

Our mission statement, "The Channel Islands High School community believes that all students can and will learn," and our vision that "The Channel Islands High School community will pursue rigorous and diverse curricula in a safe, ethical environment as we challenge the future," guide daily practices at Channel Islands High School. Both the vision and the mission are reflected in CIHS's ESLRs, otherwise known as "Portrait of a Raider." The "Portrait of a Raider" states that CIHS graduates will be critical thinkers and communicators, informed and intelligent community members, highly motivated learners and self-directed individuals.

School Profile

Channel Islands High School is located in the southern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 2575 students were enrolled, including 12% in special education, 29% qualifying for English Language Learner support, and 87% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	1.00%	Grade 9	634
Amer. Indian or Alaskan Native	0.10%	Grade 10	666
Asian	0.60%	Grade 11	626
Filipino	8.10%	Grade 12	649
Hisp. or Latino	86.30%		
Pacific Islander	0.70%		
Caucasian	2.40%		
Multi-Racial	0.90%		
Total Enrollment			2,575

Student Achievement

Standardized State Assessments

Students at Channel Islands High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Channel Islands High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Channel Islands High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	35	39	40	45	48	49	54	56	55
Mathematics	18	19	16	26	29	27	49	50	50
Social Science	27	32	32	43	46	44	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Channel Islands High School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	49	48	53	55	54	53	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	53
All Students (School)	53
Male	57
Female	48
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	70
Hisp. or Latino	50
Pacific Islander	
Caucasian	
Multi-Racial	
English Learners	21
Economically Disadvantaged	51
Migrant Educ.	56
Students with Disabilities	21

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 82% of Channel Islands High School's tenth grade students who took the test passed the math portion of the exam and 79% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Channel Islands High School			OUHSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	41	41	45	50	51	44	56	57	56
Mathematics	50	49	55	53	54	50	58	60	62

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	50	24	26	43	38	19
All Students (School)	55	24	21	45	38	17
Male	59	22	19	44	38	19
Female	50	25	24	47	38	15
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	29	27	44	29	25	46
Hisp. or Latino	59	23	18	47	39	13
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	86	11	4	76	20	4
Economically Disadvantaged	57	23	20	48	37	15
Migrant Educ.	63	26	11	46	39	15
Students with Disabilities	96	4	*	91	5	5

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

Note: 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.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	20.8	22.7	25.3

Note: 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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	3	3	4
Similar Schools Rank	4	3	4

Results generated from 2011, 2012, and 2013 Base API Reports

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	22	13	19
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	6	21	-14
Hisp. or Latino	23	13	23
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Other Subgroups			
Students with Disabilities	-5	26	50
Economically Disadvantaged	15	16	24
English Learners	42	19	23

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
<i>Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CIHS	OUHSD
Overall Results	No	No
<i>Participation Rate</i>		
English Language Arts	Yes	Yes
Mathematics	Yes	Yes
<i>Percent Proficient</i>		
English Language Arts	No	No
Mathematics	Yes	No
Met API Criteria		
Graduation Rate	Yes	Yes

A "" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.*

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Channel Islands High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the California Department of Education's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
	CIHS	OUHSD
PI Status	In PI	In PI
First Year of PI	2010-2011 2008-2009	
Year in PI	Year 4	Year 3
No. of Schools Currently in PI	7	
% of Schools Currently in PI	87.5%	

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

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

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

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, the school website, parent meetings, parent letters, summer mailer, weekly teacher's notes home, and through the PFSO. Contact the school office at (805) 385-2756 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Athletics
Career Center
Special Education Grandparents
Parent Faculty Student Organization

Committees

School Site Council
Migrant Parent Association
Booster Clubs
Squad Boosters
Band Boosters
Parent Faculty Student Orientation (PFSO)
English Learner Advisory Committee (ELAC)

School Activities

Athletic Events
Back to School Night
Open House
Migrant Parent Institute
Regional Migrant Parent Conference
Senior Parent Meeting
Evening Parent Meeting
The Parent Project
Principal's Award
Academic Awards
Senior Awards

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. Channel Islands High School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District 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 district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Raised fences to appropriate height for student safety
- Refinished the gym floor
- Solar Field (Measure H-Bond)
- CTE Autoshop (Measure H-Bond)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and six evening custodians are assigned to Channel Islands High School. The day custodian is responsible for cleaning the restrooms.

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1966
Acreage	35
Square Footage	196738
Quantity	
Permanent Classrooms	72
Portable Classrooms	19
Restrooms (sets)	3
Cafeteria	1
Field House	1
Gymnasium	1
Library	1
Locker Rooms	1 set
Math Labs	3
Science Labs	2

Deferred Maintenance

Channel Islands High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Channel Islands High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Channel Islands High School on an annual basis in accordance with Education Code §17592.72(c)(1). Channel Islands 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 on Friday, August 29, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, August 29, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Restrooms/Gym - Tile damage. Many Classrooms - Torn or loose blackout curtains. Room P67 - Classroom needs carpeting replaced.
(C)	Room 58 - Materials hanging from light fixtures. Room 43A - Materials stored on top of cabinets (fall hazard). Room 21 - Materials hanging from ceiling.
(D)	Numerous Locations - Classroom lighting is poor. Many Classrooms - Missing or damaged lighting diffusers. Room 58 and 95 - Lights burned out.
(F)	Many Classrooms - Televisions ceiling mounts are low enough to present hazard when no cabinets are underneath to prevent accidentally walking into the edge of the device.
(H)	Several Portable Classrooms - Exterior dry rot. Main Parking Lot and several other hard surface areas - Asphalt/concrete in poor condition (rough, with some trip hazards). Room P67 - Problems with cats living under classroom noted over the years seems to have been solved. Room 43A - Broken window. Room 66 - Gutter/downspout rusted.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators, teachers, campus supervisors, and resource officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, campus supervisors, and resource officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Channel Islands High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Channel Islands High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2014.

Classroom Environment

Discipline & Climate for Learning

Channel Islands High School's discipline practices and behavior management strategies comply with approved

board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	11-12	12-13	13-14
CIHS			
# of Students Suspended	360	221	157
# of Students Expelled	20	13	13
OUHSD			
# of Students Suspended	1996	1260	832
# of Students Expelled	89	103	54
California			
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2011-12		
		1-22	23-32	33+
English	29.6	26	21	59
Mathematics	30.0	15	21	39
Science	32.2	5	24	38
Social Science	31.9	6	25	42
2012-13				
Subject	Avg. Class Size	2012-13		
		1-22	23-32	33+
English	30.0	19	26	61
Mathematics	31.0	13	16	52
Science	33.0	7	10	51
Social Science	29.0	16	13	55
2013-14				
Subject	Avg. Class Size	2013-14		
		1-22	23-32	33+
English	28.0	23	42	43
Mathematics	30.0	12	23	47
Science	28.0	13	24	40
Social Science	29.0	16	17	51

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

Dropouts

Channel Islands High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to

promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, counseling, SOAR program, grade level cohorts, CAHSEE Academy APEX (credit recovery classes offered before and after school), Saturday Academy, AVID (Advancement Via Individual Determination), PBIS (Positive Behavior Intervention and Support), and ELL Saturday program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2012-13 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	CIHS		
	10-11	11-12	12-13
Dropout Rate	11.7%	12.5%	11.9%
Graduation Rate	81.2%	82.5%	84.3%
OUHSD			
	OUHSD		
	10-11	11-12	12-13
Dropout Rate	13.3%	10.8%	14.8%
Graduation Rate	78.8%	81.5%	77.5%
California			
	California		
	10-11	11-12	12-13
Dropout Rate	14.7%	13.1%	11.4%
Graduation Rate	77.1%	78.9%	80.4%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, earn a passing grade in Algebra 1, and earn a passing grade in Computer Literacy to receive a high school diploma from Channel Islands High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community Day School, Adult School, and Condor High School (independent study) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Channel Islands High School. The following table illustrates the percentage of students graduating from Channel Islands High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**		
Channel Islands High School	OUHSD	California
84.3 %	77.5 %	80.4 %

Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Completion of High School Graduation Requirements for the Graduating Class of: 2013			
Group	CIHS	OIHSD	State
All Students	73%	76%	84%
African-Amer.	80%	81%	75%
Amer. Indian or Alaskan Native	50%	100%	77%
Asian	100%	89%	92%
Filipino	90%	93%	92%
Hisp. or Latino	72%	72%	80%
Pacific Islander	100%	78%	84%
Caucasian	40%	87%	90%
Multi-Racial	71%	79%	89%
English Learners	49%	45%	53%
Economically Disadvantaged	71%	72%	82%
Students with Disabilities	28%	48%	60%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Channel Islands High School revolve around the Common Core State Standards. During the 2013-14 school year, Channel Islands High School held staff development training devoted to:

- After School Sessions
- After School Workshops
- Department Meetings
- Faculty Meetings
- Job Alikes
- Professional Learning Communities (PLCs)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Channel Islands High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2013-14 school year, Channel Islands High School's teachers attended the following events hosted by the Oxnard Union High School District:

- Accountability & Assessment/Strategic Schooling/EL/Students with Disabilities
- APEX Training
- CELDT Training
- Common Core State Standards (ELA, Math, Science)
- D2L Training
- iPad Training
- NCPI Training
- OASIS Training
- Outlook Training
- PLC Training
- SIRAS Training
- Strategic Schooling Training
- SOAR Training
- WASC Training

Channel Islands High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and

conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
0	0	0

Instructional Materials

All textbooks used in the core curriculum at Channel Islands High School are currently being aligned to the Common Core State Standards. 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 10, 2014, 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 #14-45 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</i>	0 %
Foreign Languages		
1995	D.C. Heath, <i>Discovering French</i>	0 %
2006	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Holt, <i>Ven Conmigo</i>	0 %
2000	Holt, Rinehart and Winston, <i>Komm mit!</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %

History-Social Science		
1993	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2006	Houghton Mifflin, <i>Economics 6th Edition</i>	0 %
2001	McDougal Littell, <i>The Americans</i>	0 %
2006	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
1999	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Mathematics		
2001	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2001	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2001	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2002	Glencoe/McGraw-Hill, <i>Algebra 2 - Integration, Applications, Connections</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
1996	Glencoe/McGraw-Hill, <i>Mathematics: Applications and Connections</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
1996	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
1995	Houghton Mifflin, <i>Pre-Calculus</i>	0 %
2004	Key Curriculum Press, <i>Calculus</i>	0 %
1998	Key Curriculum Press, <i>Discovering Geometry</i>	0 %
1995	McDougal Littell, <i>Algebra 2</i>	0 %
2001	Prentice Hall, <i>Precalculus</i>	0 %
2005	South Western-Thomson, <i>Business Math</i>	0 %
Science		
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Environmental Science</i>	0 %
2007	McDougal Littell, <i>World of Chemistry</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2006	Pearson Prentice Hall, <i>Miller & Levine Biology</i>	0 %

2007	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	0 %
	Science Laboratory Equipment	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	40.4
2012-13 Graduates who completed all courses required for UC/CSU admission	25.0

Advanced Placement

In 2013-14, Channel Islands High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2013-14		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All Courses	19	0.4

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Channel Islands High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Channel Islands High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career/Partnership Academies
- Career Pathways
- Linek Crew
- ASB
- Athletics

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Post-graduate surveys
- Career assessments

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Channel Islands High School's career/partnership academy program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2013-14 school year, Channel Islands High School offered the following career academy programs:

- Business & Finance
- Marine Science
- Transportation Academy

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

During the 2013-14 school year, Channel Islands High School offered the following career technical education programs as elective courses:

- Automotive
- Culinary Arts
- Photography
- Food & Nutrition
- Computer Operations/Science
- Business Technology
- Floristry
- Art, Media, & Entertainment Pathways
- Fashion & Interior Design Pathways
- Hospitality, Tourism, & Recreation Pathways
- Education, Child Development & Family Services Pathways
- Transportation Pathways
- Transportation Academy
- ROP Auto Repair & Auto Service Air, Banking, Computer BSFT, Dental/Radiology, Floral Design, Fashion/Retail Md, Graphic Design, Health/Term, Medical Office Assistant, Nursing 2, and Screenprint

Channel Islands High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Channel Islands High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2013-14	
Total number of students participating in CTE programs	415
Percentage of students completing CTE program and earning a high school diploma	88.2 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13.0 %

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	6	6.0
Campus Supervisors	9	4.4
Guidance Technician	2	1.5
Intervention Specialist	2	2.0
Psychologist	2	1.0
Adaptive PE	1	*
Career Center Technician	1	1.0
Nurse	1	1.0
Speech & Language Specialist	1	1.0

* as needed

Counselor-to-Student Ratio: 1:429

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

Teacher Assignment

During the 2013-14 school year, Channel Islands High School had 105 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Channel Islands High School	98.0 %	2.0 %
District Totals		
All Schools	95.0 %	5.0 %
High-Poverty	94.0 %	6.0 %
Low-Poverty	96.0 %	4.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	CIHS			OUHSD
	12-13	13-14	14-15	14-15
Total Teachers	104	105	103	661
Teachers with full credentials	104	105	102	659
Teachers without full credentials	0	0	1	2
Teachers teaching outside subject area	21	22	0	0
Total teacher misassignments	3	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	1

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

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,120	\$42,957
Mid-Range Teacher Salary	\$77,403	\$69,613
Highest Teacher Salary	\$83,726	\$89,407
Superintendent Salary	\$196,000	\$207,044
Average Principal Salaries:		
High School	\$124,259	\$129,506
Percentage of Budget:		
Teacher Salaries	39%	37%
Administrative Salaries	4%	5%

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

Expenditures Per Student

For the 2012-13 school year, Oxnard Union High School District spent an average of \$8,181 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	CIHS	OUHSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	2250	N/A	N/A	N/A	N/A
Total**	\$7,160	N/A	N/A	N/A	N/A
Restr.†	\$1,818	N/A	N/A	N/A	N/A
Unrestr.††	\$5,342	\$5,343	99.99	\$4,690	113.91
Avg. Teacher Salary	\$72,462	\$73,770	98.23	\$72,276	100.26

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Channel Islands High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Channel Islands High School's SARC and access the internet at any of the county's public libraries. The closest public library to Channel Islands High School is Oxnard Public Library.

Address: 251 South A St., Oxnard
Phone Number: (805) 385-7527
WebSite: <http://www.oxnard.org>
Number of Computers Available: 30

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in August 2014. Data to prepare the school facilities section were acquired in October 2014.