

Oxnard Union High School District Oxnard High School

Grades 9 through 12
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2015-16 School Accountability Report Card *Published January 2017*

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Principal's Message

We are proud to present the Oxnard High School SARC Report, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement. Oxnard High School has a rich history spanning over 100 years and we are looking forward to working with you to write the next chapter.

We are committed to continued excellence and we are dedicated to ensuring powerful teaching and learning environments exist with the goal of providing educational and social justice for all Yellow Jackets. Oxnard High School is focused on providing all students with the opportunity to achieve in an environment where our BUZZ Words for excellence are SAFE, CLEAN, KIND, LEARN. With these words guiding our efforts we are working hard to move from No Child Left Behind to the Common Core State Standards and Common Balanced Assessments. To meet these challenges and to ensure all students can learn at a high level and reach their potential we will be incorporating AVID strategies school wide. These strategies will be WICOR (Writing, Inquiry, Collaboration, Organizers and Reading), Essential Questions and Critical Reading. These strategies along with Strategic Schooling engagement strategies will improve student achievement and address the needs of our diverse population. As we do this we are also working to provide a system where 21st Century Learning is a reality. To do this we are also incorporating Linked Learning into our academies and Blended Learning campus wide. Creating a learning environment where students can reach potential as well as have options for either college or career of choice upon graduation is the key to what we strive for at OHS.

Oxnard High School is proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience. Oxnard High School's focus is to create a college-going culture, encouraging every student to earn their diploma and be a-g qualified. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure by putting students first: everyday, in every school, and in every classroom.

Mission Statement

The Vision of Oxnard High School is that graduates should be empowered individuals who become life-long learners and productive members of their community. OHS graduates will have a strong foundation in each of the core subjects and be able to apply that learning to understanding and solving simple and complex tasks. Our mission is to allow for the concepts of educational and social justice to form the foundation of what we believe and this is at the root of everything OHS professionals should strive for. All staff members believe that each student should be afforded the very best opportunity to experience powerful teaching and learning. OHS students are to be given opportunities to achieve educational excellence, regardless of the student's status in society or educational standing during the course of their academic career. A safe and secure learning environment must be provided so as to promote a rigorous curriculum which enables our students to develop the necessary academic, technical, and work-related skills to ensure that all graduates will be prepared to pursue college or any career to which they aspire.

School Profile

Oxnard High School is located in the northwestern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 2786 students were enrolled, including 9% in special education, 15.3% qualifying for English Language Learner support, and 57.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African-Amer.	1.90%	Grade 9	711
Amer. Indian or Alaskan Native	0.20%	Grade 10	697
Asian	1.70%	Grade 11	742
Filipino	2.80%	Grade 12	636
Hisp. or Latino	83.40%	Ungraded	0
Pacific Islander	0.40%		
Caucasian	7.70%		
Multi-Racial	1.90%		
Students with Disabilities	9.00%		
Economically Disadvantaged	57.80%		
English Learners	15.30%		
Foster Youth	0.50%		
Total Enrollment			2,786

Student Achievement

Physical Fitness

In the spring of each year, Oxnard 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 2015-16			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	14	25	27

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, Oxnard 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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2016-17		
	OHS	OUHSD
PI Status	In PI	In PI
First Year of PI	2009-2010	2008-2009
Year in PI	Year 5	Year 3
No. of Schools Currently in PI	7	
% of Schools Currently in PI	77.8%	

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and English language arts/literacy and Mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Oxnard High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	46	43	39	54	44	48
Mathematics (grades 3-8 and 11)	15	17	18	28	33	36

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	706	687	97.31	42.83
Male	373	362	97.05	34.65
Female	333	325	97.60	51.84
African-Amer.	14	14	100.00	50.00
Amer. Indian or Alaskan Native	--	--	--	--
Asian	14	12	85.71	30.00
Filipino	22	22	100.00	63.64
Hisp. or Latino	576	562	97.57	42.21
Pacific Islander	--	--	--	--
Caucasian	54	52	96.30	46.00
Multi-Racial	19	19	100.00	31.58
English Learners	84	80	95.24	7.04
Economically Disadvantaged	462	449	97.19	40.99
Migrant Educ.	52	51	98.08	40.00
Students with Disabilities	64	61	95.31	7.02
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	706	689	97.59	16.83
Male	373	364	97.59	14.37
Female	333	325	97.60	19.66
African-Amer.	14	14	100.00	16.67
Amer. Indian or Alaskan Native	--	--	--	--
Asian	14	13	92.86	44.44
Filipino	22	22	100.00	35.00
Hisp. or Latino	576	563	97.74	15.07
Pacific Islander	--	--	--	--
Caucasian	54	52	96.30	25.00
Multi-Racial	19	19	100.00	16.67
English Learners	84	81	96.43	4.11
Economically Disadvantaged	462	452	97.84	13.17
Migrant Educ.	52	51	98.08	15.22
Students with Disabilities	64	62	96.88	1.75
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students									
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Oxnard High School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	52	48	40	53	47	46	60	56	54

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)				
Student Groups	Total Enrollment	# Students with Valid Scores	% Students with Valid Scores	% Meeting or Exceeding State Standards
All Students	683	628	91.95	39.65
Male	342	314	91.81	40.76
Female	341	314	92.08	38.54
African-Amer.	13	12	92.31	25.00
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	19	95.00	57.89
Hisp. or Latino	586	544	92.83	36.95
Pacific Islander	--	--	--	--
Caucasian	43	35	81.40	65.71
Multi-Racial	--	--	--	--
English Learners	85	74	87.06	4.05
Economically Disadvantaged	442	401	90.72	36.41
Students with Disabilities	60	51	85.00	7.84
Foster Youth	--	--	--	--

Note: 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 students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

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.

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

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CAASPP charts, and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

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.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness, including the Physical Fitness Test chart.

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, flyers, school newsletters, the school marquee, the school website, school site council, parent teacher student association, booster groups, blackboard connect, Twitter, and text messages. Contact the school office at (805) 278-2907 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Campus Volunteers
School Activities
Athletic Events

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Athletic Boosters
Band Boosters
Parents Helping Parents
CAPP Solutions Committee

School Activities

Back to School Night
Open House
Parent Education Workshops
Sports Events
Student Orientation
Student Performances
Hall of Fame

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 High School's original facilities were built in 1995; 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.

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Five day custodians and ten evening custodians are assigned to Oxnard High School. The day custodians are responsible for:

- Groundskeeping
- Restroom cleaning

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

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning
- Trash Removal

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

Campus Description	
Year Built	1995
Acreage	45
Square Footage	238127
Quantity	
Permanent Classrooms	95
Portable Classrooms	19
Restrooms (sets)	34
Computer Lab(s)	6
Teacher Work Room(s)	1
Cafeteria	1
Auditorium	1
Gymnasium	1
Locker Rooms	1 set
Office	1
One Story Classroom Buildings	3
Sports Stadium	1
Swimming Pool	1
Teacher/Staff Lounge	1
Two Story Classroom Buildings	2
Weight Room	1

Facilities Inspection

The district's maintenance department inspects Oxnard High School on an annual basis in accordance with Education Code §17592.72(c)(1). Oxnard 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, April 1, 2016 - Thursday, June 30, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, June 30, 2016			
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
(A)	Bldg A: Space 138 & Space 133 - Humming noise causing HVAC unit to vibrate Bldg C: Space 208 - Vibration coming from exhaust unit in ceiling Field/Pool - Pool Chemical Room - Vent cover missing from exhaust duct
(B)	Bldg A: Space 5 - Holes in ceiling tiles; Space 137 - Tear on northwest corner of wall; Space 129 - Carpet is stained; Space 128 - Hole in ceiling tile, south; Spaces 110/111 - Ceiling tile stain, west door & ceiling tile cracked, center of room; Space 112 - Drywall damage, water damage side next to sink; Space 122 - Wallpaper peeling at corner of student waiting area, damaged carpet to office area, east, window

film peeling east side of entrance to office; Space 143 - Ceiling tile cracked
 Bldg B: Space 101 - Ceiling tile cracked above door, wallpaper damaged south wall; Space 104 - Carpet damaged south side of room; Space 105 - Ceiling tiles cracked and water stained, south side of room; Space 106 - Ceiling tile is cracked, wallpaper is damaged; Space 107 - Ceiling tile has stains from water, wallpaper is damaged west and southwest corner; Space 110 - Wallpaper damage northwest wall; Space 111 - Wallpaper damage southeast corner, southwest corner; Space 112 - Ceiling tile has water stain, walls damaged southeast and also corner by door; Space 113 - Ceiling tile damaged southwest corner, carpet coming loose east side of room; Space 114 - Wallpaper damaged east and south walls; Electrical 118 - Exhaust vent is dirty
 Bldg C: Space 209 - Corner of wall is damaged - north side, ceiling tile is stained from moisture; Space 211 - Wall is stained at north side of room; Space 212 & 213 - Wallpaper is torn at west wall, ceiling tile stained from water moisture; Space 207 - Corner wall by door is damaged, north wall of room is damaged; Space 206 - Carpet is damaged at southeast corner; Space 205 - Wallpaper damaged, north side; Space 204 - Ceiling tile damaged, wallpaper damaged northeast & southeast corners; Space 203 - Ceiling tile missing; Space 220 - Ceiling tile missing, wallpaper damaged northwest corner; Hallway - Ceiling tile is stained from moisture; Space 108 - Wallpaper damaged in hall next to men's restroom; Space 113 - Wall damaged; Space 114 - Ceiling tile stained from moisture, wall is damaged next to door; Space 115 - Wall damaged corner by door; Space 116 - Wall is damaged; Boys' Restroom - Hole in tile wall; Work Room Women's Restroom & Work Room - Ceiling tiles stained from moisture; Custodial Closet - Hole in ceiling; Electrical Room 126 - Ceiling is damaged from water penetration; Hallway - Ceiling tile stained north corner by C115, southeast corner wall damaged; Space 109 - Wall damaged; Space 131 - Wallpaper damaged; Space 104 - Wallpaper damaged south corner wall, west wall under windows; Space 105 - Wallpaper damaged southeast corner, corner wall next to door; Space 106 - Wallpaper damaged southeast corner, northwest corner by door; Space 107 - Carpet damaged, covers missing from round units in floor, ceiling tile stained from moisture, wall damaged next to door
 Bldg D: Space 112 - Hole and stains in ceiling tiles; Space 110 - Ceiling tile cracked; Space 105 - Crack in wall above door; Boys' Restroom - Ceiling tiles missing; Girls' Restroom - Ceiling tiles stained; Space 117 - Ceiling tile stained and damaged; Space 114 - Ceiling tile stained, hole in ceiling tile, corner of wall at door is damaged and missing baseboards
 Bldg E: Space 229 - Ceiling tiles stained, baseboard damaged and missing, trimming from window ledge missing; Space 222 - Missing baseboards from lab stations, lab station #5, center row damaged, ceiling tile water stained; Space 221 - Wallpaper is damaged northeast corner, wall is damaged southeast corner; Space 218 - Floor is damaged at east side of room; Space 216 - Baseboards damaged and missing from lab stations; Space 214 - Baseboards missing northwest corner, ceiling tile is stained at southwest corner; Space 210 - Baseboard is missing from lab station, wallpaper damaged at west wall by door; Space 207 - Baseboards missing at lab stations, ceiling tiles stained northeast corner; Space 203 & 206 - Ceiling tiles stained; Space 104 - Ceiling tile stained at northeast corner; Space 105 - Ceiling tile damaged, water stains at north-south sides; Space 107 - Carpet damaged from covers in floor; Space 108 - Carpet is missing to round unit in floor; Space 109 - Ceiling tile stained at southeast corner; Space 110 - Walls damaged at north and west walls, ceiling tiles are stained north and south sides; Space 111 - Wallpaper is damaged at east nail; Space 117 - Ceiling tile is stained at east side; Work Room 123 - Handle to cabinet door under sink is missing; Boys' Restroom - Wall by paper towel dispenser is damaged; Space 134 - Wallpaper damaged at corner wall by door
 Bldg F: Space 102 - Ceiling tile is stained at northwest corner; Space 107 - Wallpaper is damaged at northwest corner; Space 109 - Hole in wall at north side; Space 111 - Ceiling tile is crooked, wallpaper is damaged north wall; Hallway - Protective cover to the third pillar north side corridor damaged
 Bldg G: Main Gym - Ceiling tile has hole at northeast corner of lobby, door entry metal mats missing rubber pieces; Storage Area 107 - Holes in ceiling and ceiling damaged at east side of room; Girls' Restroom - Ceiling tiles are stained, rubber stoppers missing from stall doors; Concession 104 - Tile floor is damaged; Space 109 - Floor trim missing from floor, floor tiles missing; Women's Restroom - Handicap stall door is missing rubber doorstop; Mens' Restroom - Ceiling tile is damaged, handicap doorstop damaged, tile wall is damaged at east side; Space 112/113 - ceiling tile missing, holes in walls
 Bldg H: Small Gym - Wall and lower trim is damaged south side; Boy's Locker Room 128 - Plastic covers missing from restroom, locker room
 Bldg I: Kitchen 103 - Vinyl trim to southwest doors are

damaged, floor under food prep table across from gas burners needs to be sealed with silicon; Faculty Dining 104 - Ceiling tile is missing above entry door; Custodial Closet 116 - Wall is damaged
 Bldg K: Space 138 - Plastic covers missing from lights; Space 130 - Ceiling tiles are stained; Space 101 - Ceiling tiles missing from small room, floor is damaged - front of door southwest; Space 111 - Wall damaged; Space 122 - Floor damage next to clean out cover, floor edges raised west side; Space 124 - Floor damage by back door, red tile area, floor damage to small rooms
 Bldg L: Space 101 - Ceiling tile damage in small rooms; North Lobby Boy's Restroom - Ceiling tile is damaged next to fire alarm; North Lobby Girl's Restroom - Ceiling tiles stained; Space 123 - Baseboard is damaged next to door, holes in ceiling tile, mirror is cracked; Space 125 - Baseboards missing; South Lobby - Corner wall is damaged; Space 116 - Ceiling tile is missing; Main Theater - Armrest missing from seat Row T seat B, E2, C2, R27, S27, seat cushions U19, R17, Q13, N7, K1, M7, rail support missing from handrail southeast side corner, wallpaper damage south wall; Space 130 - Ceiling tile is missing at corner wall by sink; Space 128 - Inside wall edge damaged next to door
 Bldg P: Space 4 - Ceiling tile is cracked; Restroom Portable Boy's - Plastic cover missing from light

(C) Bldg A: Space 117 - Perimeter of concrete footing has excess termite droppings
 Bldg E: Space 226 - Floor is dirty

(D) Bldg A: Space 138 - Cover to overhead fluorescent light missing; Space 128 - Cover missing from sensor electrical switch
 Bldg B: Space 102 - Electrical outlet cover damaged west wall; Space 109 - Electrical outlet cap is missing in floor outlet; Boys Restroom - Light above sinks flickering
 Bldg C: Space 209 & 211 - Cap missing from electrical outlet in floor; Hallway - Light is defective at wall above stairway; Space 108 - Bulb missing from shower room above sink; Hallway - Exit light defective north side, defective ballast west side corridor; Library - Overhead lights defective, defective ballast north side, defective ballast southeast corner
 Bldg E: Space 229 - Electrical outlet cover missing from northeast lab station; Space 218 - Electrical outlet northwest side is damaged; Space 216 - Electrical outlet cover missing at station four corner row; Space 206 - Electrical access cover missing at northeast lab stations west wall by door; Space 107 - Electrical outlet cover missing in floor; Space 112 - Electrical box is missing from floor second row
 Bldg G: Mens' Restroom - Electrical outlet cover is missing; Space 112/113 - Defective ballast
 Bldg H: Small Gym - Exit lights are defective; PE Office 109 - Covers missing from electrical supply in floor; Girls' Restroom - GFI outlets at sinks broken, covers to lights are broken and missing; Boy's Team Locker Room - Plastic covers missing from lights; Boy's Locker Room 128 - Defective ballasts; Dry-Storage 108 - Plastic covers missing from lights

(E) Bldg B: Girls Restroom - Toilet in stall three leaks water when flushed
 Bldg C: Boys' Restroom - Toilet in stall 2 leaks water when flushed; Girls' Restroom - Toilet in third stall leaks water when flushed; Work Room Men's Restroom - Water leaks from base of hot water handle; Work Room 119 - Hot water supply to sink is defective; Space 131 - Cap missing from electrical outlet in floor
 Bldg D: Girls' Restroom - Toilets in stall 2 & 3 leaking water when flushed
 Bldg E: Women's Restroom Work Room - Toilet leaks water when flushed; Girls' Restroom - Toilet in second stall leaks water when flushed
 Bldg F: Girls' Restroom - Toilet #2 leaks water from flush unit
 Bldg G: Women's Restroom - Handicap toilet leaks water when flushed
 Bldg H: Girls' Restroom - Toilets in stalls 1, 4 leaking water from flush units; Women's Restroom 120 - Toilet leaks water from flush unit; Girl's Team Locker Room - Toilets leak water from flush units, water leaks from faucet to sink; Boy's Locker Room 128 - Tile wall is damaged
 Bldg I: Faculty Dining 104 - Toilets in women's restroom leak water when flushed; Women's Dress/Restroom 112 - Hot water to sink leaks water from handle; Men's Dress/Restroom 111 - Cold water handle leaks water from sink
 Bldg K: Space 136 - Toilet leaks water when flushed; Corridor 117 - Wallpaper damage in women's restroom; Unixes Restroom 124 - Cover missing to hot water handle on sink
 Bldg L: Space 130 - Cold water supply to sink not working
 Bldg P: Space 4 - Ceiling tile is cracked; Space 19 - Faucet to sink not secured - southwest lab station

(F) Bldg C: Boys' Restroom - Fire alarm unit missing from wall

- Bldg D: Fire alarm disconnected
- Bldg L: Space 129 - Glass cover missing from fire extinguisher box
- (G) Restroom Portable Girl's - Panels missing from exterior ramp
- (H) Bldg C: Space 130 - Hole on door above door handle - interior side
- Bldg H: Small Gym - Door closers damaged to southwest, southeast doors; Girl's Restroom 110 - Door and stall 5 missing latch closer; Custodial Closet 117 - Door closer broken; Custodial Closet - Door closer is broken; Girl's Locker Room 110 - Door closer is broken to east door
- Bldg J - Boy's Restroom - Door latch closer is missing
- Bldg P: 2 & 5 - Door not closing properly; Space 11 - Handicap sign is missing

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.

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. The principal, assistant principals, campus supervisors, and resource officers patrol the campus entrance areas, and designated common areas before school, during lunch, and during dismissal to monitor student activities and behavior. Oxnard 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 Oxnard 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 October 2016.

Classroom Environment

Discipline & Climate for Learning

Oxnard 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			
	13-14	14-15	15-16
	OHS		
# of Students Suspended	152	127	250
# of Students Expelled	4	7	11
	OIHSD		
# of Students Suspended	832	923	1613
# of Students Expelled	54	73	89
	California		
# of Students Suspended	279383	243603	
# of Students Expelled	6611	5692	

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	30.0	18	20	67
Mathematics	29.0	21	17	57
Science	28.0	21	10	57
Social Science	28.0	21	13	59
2014-15				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	30.0	19	33	52
Mathematics	31.0	10	21	54
Science	28.0	21	16	50
Social Science	29.0	16	26	47
2015-16				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.6	19	28	60
Mathematics	32.0	16	19	55
Science	29.7	21	13	52
Social Science	30.0	18	19	52

*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

Oxnard 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 test results and performance, parent conferences, counseling, 9-10 grade PLC's, and 21st Century Response to Intervention for freshman students. 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, 2014-15 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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	OHS		
	12-13	13-14	14-15
Dropout Rate	8.4%	5.7%	3.7%
Graduation Rate	82.3%	90.6%	92.4%
	OUHSD		
	12-13	13-14	14-15
Dropout Rate	14.8%	10.9%	9.4%
Graduation Rate	77.5%	78.3%	82.1%
	California		
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

Graduation Requirements

Students must accumulate 230 course credits to receive a high school diploma from Hueneme 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 Oxnard High School. The following table illustrates the percentage of students graduating from Oxnard High School who have met district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of 2015			
Group	OHS	OUHSD	State
All Students	92.4%	81.79%	85.66%
African-Amer.	90.9%	100.00%	76.88%
Amer. Indian or Alaskan Native	-	45.45%	74.87%
Asian	91.7%	94.79%	92.78%
Filipino	100.0%	92.51%	96.80%
Hisp. or Latino	91.7%	79.06%	84.49%
Pacific Islander	100.0%	166.67%	84.88%
Caucasian	95.7%	85.04%	87.23%
Multi-Racial	88.9%	112.20%	91.36%
English Learners	95.0%	45.55%	50.90%
Economically Disadvantaged	45.0%	78.82%	76.61%
Students with Disabilities	93.0%	53.23%	68.38%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oxnard High School revolve around the California State Content Standards and Frameworks. During the 2015-16 school year, Oxnard High School held staff development training devoted to:

- Strategic Strategies
- Focusing on Engagement
- Checking for Understanding
- Building Relationships

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. Oxnard High School supports ongoing professional growth throughout the year on late start 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 2015-16 school year, Oxnard High School's teachers attended the following events hosted by the Oxnard Union High School District:

- SHMOOP
- Job Alike Professional Learning Communities
- ELA/ELD Frameworks
- Next Generation Science Standards
- Blackboard Connect
- SOAR Review with APEX
- CPM Integrated Math 2/2H Training

Oxnard 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		
2013-14	2014-15	2015-16
0	0	0

Instructional Materials

All textbooks used in the core curriculum at Oxnard 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 07, 2016, 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 #16-30 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 2016-17 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 %

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 the UC website at 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	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	96.3
2014-15 Graduates who completed all courses required for UC/CSU admission	24.1

Advanced Placement

In 2015-16, Oxnard 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 2015-16		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	0	N/A
Foreign Language	4	N/A
Mathematics	7	N/A
Science	6	N/A
Social Science	3	N/A
All Courses	27	1.0

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

Workforce Preparation

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 Oxnard 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. Oxnard 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
- Career Education Center
- Workability
- Career/Partnership Academies
- Career Pathways
- Small Learning Communities (SLC)

Individual student assessment of work readiness skills takes place through:

- Completion of course-required projects
- Course grades (work experience)
- Career assessment surveys (freshmans and sophomores)
- Special education skills assessments
- Department of rehabilitation assessments

Work experience students are partnered with local community organizations and local employers 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.

Career Education Center (CEC) 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.

Oxnard High School's career/partnership academies are all affiliated with the National Academy Foundation (NAF). During the 2015-16 school year, Oxnard High School offered the following NAF career academy programs:

- Green Technologies (G Tech)
- Legal and Public Services (LAPS)
- MultiMedia Business Academy (MBA)
- Aeronautics Academy AA

OHS also offers Small Learning Communities (SLC) which work to build relationships and College and Career Skills of Learners. In the coming years OHS will also begin to offer Majors in several areas of school to career opportunities.

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 2015-16 school year, Oxnard High School offered the following career technical education programs as elective courses:

- Information Technologies Pathways/Business Pathways
- Arts, Media, & Entertainment Pathways
- Building Trades & Construction Pathways
- Marketing, Sales, & Service Pathways
- Auto Shop
- Video & Film Production (on campus ROP)
- Photo Production & Technology
- Construction Technology (Wood Shop)
- Consumer Economics
- Fashion Textiles & Apparel
- Food & Nutrition
- Careers in Child Development
- Drafting Occupations
- Computer Operations/Science
- General Office Occupations
- Business Economics
- Food Science, Dietetics, & Nutrition
- Architectural Drafting
- ROP Auto Paint, Auto Body Repair, Computer B/Sft, Dental/Radiology, Floral Design, Fashion/Retail Md, Graphic Design, Medical/Office Assistant, Nursing 1, Production Tech, Screenprint, Welding, Video Film,
- SLC: Advancement Via Individual Determination (AVID), Air Force Junior Reserve Officers' Training Corps (AFJROTC)

Oxnard High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Oxnard 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. For more information on career technical programs, CEC, 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/>.

Professional Staff

Counseling & Support Staff

Oxnard 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 Oxnard 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) 2015-16		
	No. of Staff	FTE
Academic Counselor	7	6.5
Campus Supervisors	7	6.0
Psychologists	2	1.5
Adaptive PE	1	0.2
ASB Bookkeeper	1	1.0
Career Center Technician	1	1.0
ELA Computer Lab Technician	1	0.8
Guidance Technician	1	0.8
Nurse	1	1.0
Resource Officer	1	1.0
Textbook/Library Media Technician	1	1.0

Counselor-to-Student Ratio: 1:398

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 2015-16 school year, Oxnard High School had 109 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 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Oxnard High School	96.0 %	4.0 %
District Totals		
All Schools	96.0 %	4.0 %
High-Poverty	95.0 %	5.0 %
Low-Poverty	99.0 %	1.0 %

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				
	OHS			OUHSD
	14-15	15-16	16-17	16-17
Total Teachers	112	106	109	690
Teachers with full credentials	112	105	109	679
Teachers without full credentials	0	1	0	11
Teachers teaching outside subject area of competence (with full credential)	0	8	8	84
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	1	1	5
Vacant teacher positions	0	0	0	0

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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	OUHSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$46,978
Mid-Range Teacher Salary	\$84,327	\$75,179
Highest Teacher Salary	\$91,322	\$96,169
Superintendent Salary	\$203,392	\$217,637
Average Principal Salaries:		
High School	\$135,387	\$137,939
Percentage of Budget:		
Teacher Salaries	36%	35%
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 2014-15 school year, Oxnard Union High School District spent an average of \$9,662 of total general funds to educate each student (based on 2014-15 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 2014-15 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- CA Partnership Academies: Green & Clean Academies
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Federal Funds
- Partnership Academies Program
- Safe & Supportive Schools Programmatic Intervention
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	OHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2640	N/A	N/A	N/A	N/A
Total**	\$7,352	N/A	N/A	N/A	N/A
Restr.†	\$1,542	N/A	N/A	N/A	N/A
Unrestr.††	\$5,810	\$5,882	98.77	\$5,677	102.34
Avg. Teacher Salary	\$79,877	\$78,948	101.18	\$77,824	102.64

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oxnard 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 CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Oxnard High School's SARC and access the internet at any of the county's public libraries. The closest public library to Oxnard 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 October 2016. Data to prepare the school facilities section were acquired in December 2016.