

# Oxnard Union High School District Oxnard High School

Grades 9 through 12  
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## 2016-17 School Accountability Report Card

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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 2016-17 school year, 2812 students were enrolled, including 9% in special education, 9.7% qualifying for English Language Learner support, and 65.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	2.00%	Grade 9	774
Amer. Indian or Alaskan Native	0.20%	Grade 10	708
Asian	1.40%	Grade 11	648
Filipino	2.50%	Grade 12	682
Hisp. or Latino	85.10%	Ungraded	0
Pacific Islander	0.30%		
Caucasian	6.70%		
Multi-Racial	1.90%		
Students with Disabilities	9.00%		
Socioeconomically Disadvantaged	65.30%		
English Learners	9.70%		
Foster Youth	0.60%		
Total Enrollment			2,812

## 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 reported 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 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	19.0	21.8	27.5

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 2016-17, 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/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program Status 2017-18		
	OHS	OUHSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
No. of Schools Currently in Program Improvement	7	
% of Schools Currently in Program Improvement	87.5%	

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

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 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/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Oxnard High School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	43	47	54	50	48	48
Mathematics (grades 3-8 and 11)	17	24	28	29	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	608	581	95.56	46.92
Male	310	292	94.19	39.58
Female	298	289	96.98	54.45
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	21	21	100.00	65.00
Hisp. or Latino	518	497	95.95	44.56
Pacific Islander	--	--	--	--
Caucasian	40	35	87.50	58.82
Multi-Racial	--	--	--	--
English Learners	113	107	94.69	12.26
Socioeconomically Disadvantaged	424	407	95.99	43.50
Students with Disabilities	63	53	84.13	9.62

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	608	557	91.61	23.99
Male	310	287	92.58	18.79
Female	298	270	90.60	29.55
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	21	21	100.00	45.00
Hisp. or Latino	518	475	91.70	21.03
Pacific Islander	--	--	--	--
Caucasian	40	34	85.00	41.18
Multi-Racial	--	--	--	--
English Learners	113	100	88.50	2.04
Socioeconomically Disadvantaged	424	386	91.04	21.28
Students with Disabilities	63	53	84.13	0.00

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	
	14-15	15-16	14-15	15-16	14-15	15-16
	48	40	47	46	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

## 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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropouts*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. 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,

Twitter, and email. 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
- Field Trips

**Committees**

- English Learner Advisory Council/DELAC
- Parent Teacher Student Association
- School Site Council
- Athletic Boosters
- Band Boosters
- LCAP Parent Involvement

**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 Saturday, April 15, 2017 through Saturday, July 29, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

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)	Counsel Office Space 5 - Vent is covered by a plastic florescent light fixture (light has been disconnected); Counsel Office Space 14 - HVAC control missing cover; Building "B" Classroom 101, Classroom 102, Classroom 103, Classroom 104, Classroom 106, Classroom 108, Classroom 109, Classroom 110, Classroom 111, Classroom 112, Classroom 113, Classroom 114, Boy's RR Space 5, Girl's RR Space 6 & Hallway Space 1 - HVAC not working (not maintaining temp properly)
(B)	Counsel Office Space 7 - Carpet damaged, concrete foundation exposed; Office Area Space 11, Boy's RR Space 2, Classroom 4, Main Library Space 5, Computer Room Space 11, Classroom 113 & Classroom 134 - Ceiling tile damaged; Counsel Office Space 18, Record Room Space 24 & Classroom 219 - Hole in wall; Work Room/Copy Space 25, Work Room 11 Office 19 & Work Room 11 Office 20 - Ceiling tiles damaged; Custodian Closet Space 29 - Wall damage water intrusion; Building "B" Classroom 101 & Classroom 102 - Wall and carpet damage; Classroom 109 - Ceiling tile damaged (broken); Hallway Space 1 - Floor tile damaged (discolored); Lounge Space 24 - Ceiling tiles missing; Women's Room Space 7 - Ceiling damaged (water stained); Custodians Closet Space 8 - Hole in wall and ceiling; Electrical Room Space 9 - Ceiling damaged; Classroom 130 - Ceiling tile missing; Classroom 4, Classroom 207, Classroom 210, Classroom 216, Storage Between Rooms 222/229 Space 10 & 11 & Classroom 229 - Baseboard missing; Building "E1" Classroom 104 - Cabinet door missing handle; Gym Custodian Closet Space 5 - Wall damage (hole); Classroom Auto Shop Space 101 - Floor damage; Dressing Room Space 12 - Mirror cracked; Custodian Closet Space 27 - Hole in wall adjacent to heater from rodent intrusion; Men's RR Space 28 - Ceiling tile and floor damage; Portable Classroom 3 - Carpet damaged
(C)	Telephone Room Space 15 - In need of house cleaning; Storage Space 13 & Electrical Room Outside Entry Space 14 - Clutter blocking emergency door
(D)	Nurse Office Space 2 - Exterior light pole adjacent to office damaged; Counsel Office Space 5 - Vent is covered by a plastic florescent light fixture (light has been disconnected); Office Area Space 11 & Girl's Locker Room RR Space 9 - Light cover missing; Counsel Office Space 18 - Electrical wires are exposed; Classroom 102 - Outlet box not secure to wall, need cover plate; Classroom 103, Classroom 105, Classroom 110 & Classroom 114 - Outlet box missing cover plate; Custodial Closet Space 2 - Light switch cover missing; Classroom 106, Classroom 131, Classroom 209, Classroom 211, Classroom 220 & Classroom 112 - Floor outlet box missing cover plate; Men's Room Space 6 - Light switch damaged; Building "D" Girl's RR Space 1 - Light sensor not operating properly; Boy's RR Space 2, Gym Boy's RR Space 7, Girl's PE Office Space 8 & Boy's RR Space 36 - Outlet cover missing; Girl's Locker Room RR Space 9 - GFI outlet cover missing; Portable Classroom 2 - Deficiency noted
(E)	Women's Room Space 30, Classroom 108 Girl's RR Space 36 & Men's Room Space 6 - Toilet leaks from flushing unit; Boy's RR Space 3 - Stall door missing/door stop; Girl's RR Space 2 - Toilet leaking; Boy's RR Space 3, Girl's RR Space 2, Building "D" Girl's RR Space 1, Boy's RR Space 30, Girl's RR Space 29, Girl's RR Space 13, Boy's RR Space 5 & Girl's Locker Room RR Space 9 - Toilet leaks when flushed; Dressing Room Space 12 & Drama Classroom Space 8 - Sink nonoperational
(F)	Hallway Space 1 - Fire extinguisher box missing glass cover
(G)	Main Library Space 5 - Wall damage (cracks evident)
(H)	Counsel Office Space 6 - Window frame has a small gap between it and the window; Counsel Office Space 12 - Upper window missing screen; Classroom 104 - Window missing; Classroom 111, Classroom 116 & Classroom 130 - Window screen missing; Building "C1" Classroom 104 - Concrete walkway outside classroom uneven; Storage Space 25 - Door closer needs adjusting; Boy's RR Space 2, Textbook Storage Space 6, Classroom 111, Classroom 112, Classroom 113 & Classroom 114 - Concrete sidewalk at entrance uneven; Classroom 4 - Sidewalk adjacent to classroom uneven; Building "G" Main Gymnasium Space 1 - Outside deck drain in front of gym lobby clogged up (debris); Outside Entry Electrical Room Space 1 - Concrete sidewalk outside kitchen electrical room uneven (safety issue); Building "M" Maintenance Barn Space 1 - Chain link fence damage; Building "N" Pool Office Space 6 - Pool office door (hard to close and open); Pool Custodial Room Space 8 - Pool custodial room door (hard to close and open)

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. 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 2017.

## 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			
	14-15	15-16	16-17
	<b>OHS</b>		
% Students Suspended	4.3	5.7	6.8
% Students Expelled	0.2	0.4	0.1
	<b>OUHSD</b>		
% Students Suspended	5.2	5.8	6.3
% Students Expelled	0.4	0.5	0.2
	<b>California</b>		
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

### 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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2014-15			
	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
Subject	2015-16			
	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
Subject	2016-17			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	31.0	17	23	59
Mathematics	31.0	12	23	53
Science	28.0	20	28	45
Social Science	29.0	17	19	46

\*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, 2015-16 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 (Four-Year Cohort Rate)			
	OHS		
	13-14	14-15	15-16
	Dropout Rate	5.7%	3.7%
Graduation Rate	90.6%	92.4%	96.2%
	OUHSD		
	13-14	14-15	15-16
	Dropout Rate	10.9%	9.4%
Graduation Rate	78.3%	82.1%	83.7%
	California		
	13-14	14-15	15-16
	Dropout Rate	11.5%	10.7%
Graduation Rate	81.0%	82.3%	83.8%

## Graduation Requirements

Students must accumulate 230 course credits to receive a high school diploma from Oxnard 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 Graduating Class of 2016			
Group	OHS	OUHSD	State
All Students	91.98%	83.59%	87.11%
African-Amer.	100.00%	96.30%	79.19%
Amer. Indian or Alaskan Native	100.00%	84.62%	80.17%
Asian	100.00%	97.56%	94.42%
Filipino	100.00%	97.96%	93.76%
Hisp. or Latino	91.34%	81.27%	84.58%
Pacific Islander	100.00%	100.00%	86.57%
Caucasian	89.39%	88.20%	90.99%
Multi-Racial	100.00%	92.86%	90.59%
English Learners	39.06%	50.27%	55.44%
Socioeconomically Disadvantaged	100.00%	85.47%	85.45%
Students with Disabilities	77.33%	69.33%	63.90%

## 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 2016-17 school year, Oxnard High School held staff development training devoted to:

- Highly Effective Instruction
- Relevant Curriculum
- 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 2016-17 school year, Oxnard High School's teachers attended the following events hosted by the Oxnard Union High School District:

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- Advancement Via Individual Determination (AVID)
- Technology Training
- 21st Century Learning

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		
2014-15	2015-16	2016-17
0	2	3

### 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 13, 2017, 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 #17-25 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 2017-18 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
<b>English Language Arts</b>		
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</i>	0 %
<b>English Language Development</b>		
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
<b>Foreign Languages</b>		
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 &amp; II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
<b>History-Social Science</b>		
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 %
<b>Mathematics</b>		
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 %
<b>Science</b>		
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 &amp; 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](http://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 California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2016-17 Students enrolled in courses required for UC/CSU admission	96.6
2015-16 Graduates who completed all courses required for UC/CSU admission	28.6

### Advanced Placement

In 2016-17, 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.

Number of Advanced Placement Courses Offered 2016-17		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All Courses	16	25.2

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

\* Where there are student course enrollments of at least one student.

### 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 2016-17 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 2016-17 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) 2016-17		
	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: 1:402		

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 2016-17 school year, Oxnard High School had 109 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	OHS			OUHSD
	15-16	16-17	17-18	17-18
Total Teachers	106	109	109	691
Teachers with full credentials	105	109	108	683
Teachers without full credentials	1	0	1	8
Teachers teaching outside subject area of competence (with full credential)	8	8	18	121
Teacher misassignments for English learners	0	0	1	1
Total teacher misassignments	1	1	0	0
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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$50,266	\$50,221
Mid-Range Teacher Salary	\$90,230	\$83,072
Highest Teacher Salary	\$97,715	\$104,882
Superintendent Salary	\$206,000	\$226,121
<b>Average Principal Salaries:</b>		
High School	\$139,023	\$146,114
<b>Percentage of Budget:</b>		
Teacher Salaries	35%	34%
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 2015-16 school year, Oxnard Union High School District spent an average of \$10,510 of total general funds to educate each student (based on 2015-16 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2015-16 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- CA Partnership Academies: Green & Clean Academies
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	OHS	OUHSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$8,451	N/A	N/A	N/A	N/A
Restricted	\$1,737	N/A	N/A	N/A	N/A
Unrestricted	\$6,714	\$7,024	95.59	\$6,574	102.12
Average Teacher Salary	\$83,972	\$84,220	99.71	\$82,770	101.45

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 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, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### 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 November 2017. Data to prepare the school facilities section were acquired in January 2018.