

Oxnard Union High School District Condor 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

Condor High School is an independent study school with opportunities for concurrent college enrollment. We offer a variety of pathways custom tailored to each individual student. Whether students seek an accelerated path through high school and college in our middle college program or just need the flexibility of scheduling that an independent study environment affords, Condor High School provides the nurturing environment for students to reach their highest potential. We have highly qualified and caring staff members that are responsive to each student's challenges and aspirations. Through a rigorous core curriculum and opportunities to explore interests, students are encouraged to attain their highest academic and personal growth and to contribute positively to the society around them.

Mission Statement

Condor High School provides an individualized education that celebrates students' unique learning styles through a rigorous and relevant curriculum. Condor High supports students in earning their high school diploma while pursuing lifelong learning goals through a matriculated partnership with Oxnard College.

School Vision

Condor High School inspires students to become responsible, successful, and adaptable members of the community.

Schoolwide Learning Outcomes

- Success through rigorous standards-based curriculum.
- Opportunity to pursue college and career interests.
- Achievement of academic and attendance goals.
- Responsibility to self, family, and community.

School Profile

Condor High School is located in the southern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 481 students were enrolled, including 3.3% in special education, 23.7% qualifying for English Language Learner support, and 70.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	
		Grade Level	#
African-Amer.	1.00%	Grade 9	9
Amer. Indian or Alaskan Native	0.40%	Grade 10	49
Asian	0.40%	Grade 11	114
Filipino	1.00%	Grade 12	309
Hisp. or Latino	87.70%	Ungraded	0
Pacific Islander	0.00%		
Caucasian	8.30%		
Multi-Racial	1.00%		
Students with Disabilities	3.30%		
Economically Disadvantaged	70.30%		
English Learners	23.70%		
Foster Youth	0.00%		
Total Enrollment			481

Student Achievement

Physical Fitness

In the spring of each year, Condor 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	33	0	0

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, Condor High School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program 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		
	CHS	OJHS
PI Status	In PI	In PI
First Year of PI	2014-2015	2008-2009
Year in PI	Year 2	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)					
	Condor 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)	23	22	39	54	44	48
Mathematics (grades 3-8 and 11)	2	2	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	175	160	91.43	22.15
Male	63	55	87.30	20.00
Female	112	105	93.75	23.30
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	152	140	92.11	17.39
Caucasian	15	12	80.00	41.67
Multi-Racial	--	--	--	--
English Learners	37	34	91.89	
Economically Disadvantaged	121	109	90.08	15.74
Migrant Educ.	--	--	--	--
Students with Disabilities	--	--	--	--
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	175	160	91.43	1.88
Male	63	56	88.89	3.57
Female	112	104	92.86	0.96
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	152	140	92.11	1.43
Caucasian	15	12	80.00	8.33
Multi-Racial	--	--	--	--
English Learners	37	34	91.89	
Economically Disadvantaged	121	109	90.08	0.92
Migrant Educ.	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Condor High School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (grades 5, 8, and 10)	21	20	19	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	85	79	92.94	18.99
Male	41	38	92.68	15.79
Female	44	41	93.18	21.95
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	71	66	92.96	10.61
Pacific Islander	--	--	--	--
Caucasian	--	--	--	--
Multi-Racial	--	--	--	--
English Learners	23	20	86.96	
Economically Disadvantaged	65	59	90.77	11.86
Students with Disabilities	--	--	--	--
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 flyers, letters, the school website, annual mailer, Twitter, Blackboard Connect (notification system), and personal phone calls. Contact Condor High School at (805) 385-2623 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
School Site Council

Committees

Parent Teacher Student Association
School Site Council
Associated Student Body (ASB)

School Activities

Back to School Night
Open House
Student Orientation
Graduation Activities
Concurrent College Workshops
Field Trips
Oxnard College Tours

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. Condor High School's original facilities were built in -; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, technology upgrades have been completed.

The custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Day and evening custodians are shared with adjacent campuses and are

responsible for cleaning the restrooms and classrooms. Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The administrator communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	-
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	3
Portable Classrooms	0
Restrooms (sets)	3
Office	1
Student workspace with computers	3

Facilities Inspection

The district's maintenance department inspects Condor High School on an annual basis in accordance with Education Code §17592.72(c)(1). Condor 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 Thursday, July 28, 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, July 28, 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
(D)	Rooms T-2, T-8, T-9, Oxnard College Counselor/Restroom/Office - Inspect/repair damaged ceiling tiles using methods/materials equivalent to original construction

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

Rating Description

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on

campus before, during, and after school. Students at Condor High School meet one-on-one with their teacher. Students arrive as scheduled and are supervised by the teacher to which they are assigned.

Condor 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 Condor High School in collaboration with local agencies, Rio Mesa High School, Hueneme High School, 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

Condor 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
CHS			
# of Students Suspended	1	3	1
# of Students Expelled	0	0	1
OUHSD			
# of Students Suspended	832	923	1613
# of Students Expelled	54	73	89
California			
# of Students Suspended	279383	243603	
# of Students Expelled	6611	5692	

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

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	18.0	9	8	2
Mathematics	6.0	43		
Science	5.0	30		
Social Science	6.0	73		
2014-15				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	6.0	99	9	1
Mathematics	3.0	90		
Science	3.0	61		
Social Science	3.0	213		
2015-16				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.3			
Mathematics	21.9			
Science				
Social Science	23.2			

*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

Condor 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 counseling, individual instruction, flexible scheduling of appointments, a middle college program option, and tutorial sessions for English and math. 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			
	CHS		
	12-13	13-14	14-15
Dropout Rate	27.1%	26.0%	20.5%
Graduation Rate	37.9%	52.5%	42.7%
	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 Condor High School. Alternative methods of acquiring a diploma are available through the Continuation School, by passing the CHSPE exam, the HiSET exam, and the GED for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Condor High School. The following table illustrates the percentage of students graduating from Condor High School who have met district graduation requirements.

The following information shows the number of students enrolled and the number of students who graduated from Condor High School for the last three years:

2013 Enrollment - 350 students / 2013 Graduates - 100 students

2014 Enrollment - 348 students / 2014 Graduates - 126 students

2015 Enrollment - 457 students / 2015 Graduates - 179 students

Completion of High School Graduation Requirements for the Graduating Class of 2015			
Group	CHS	OUHSD	State
All Students	75.42%	81.79%	85.66%
African-Amer.	60.0%	100.00%	76.88%
Amer. Indian or Alaskan Native	0.0%	45.45%	74.87%
Asian	50.0%	94.79%	92.78%
Filipino	50.0%	92.51%	96.80%
Hisp. or Latino	38.7%	79.06%	84.49%
Pacific Islander	0.0%	166.67%	84.88%
Caucasian	75.0%	85.04%	87.23%
Multi-Racial	0.0%	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 Condor High School revolve around the California State Content Standards and Frameworks. During the 2015-16

school year, Condor High School held staff development training devoted to:

- APEX
- CELDT Testing
- Common Core State Standards
- Compliance for Independent Study Attendance
- Concurrent College Enrollment Opportunities
- CSTS in Life Science
- Job Alike
- Mathematics Curriculum Implementation
- P.E. Testing
- SBAC Testing
- Synergy Database Systems
- Technology Usage and Needs
- WASC Recommendations

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Condor High School supports ongoing professional growth throughout the year on minimum days. Teachers meet weekly as a group and as departments 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, Condor 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

Condor 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 Condor 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 SARCs 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 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	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	46.1
2014-15 Graduates who completed all courses required for UC/CSU admission	0.6

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their induction appointment, students meet with the counselor to discuss their four-year academic plan and are introduced to Condor High School's technical and career education programs; the counselor meets annually 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. Condor 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
- Programs through Oxnard College

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Classroom observation

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work

experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor or teachers.

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.

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

- Addictive Disorders Studies
- Administrative Assistant
- Air Conditioning and Refrigeration
- Anthropology
- Art
- Automotive Body and Fender Repair
- Automotive Technology
- Business
- Business Administration
- Business Management
- Child Development
- Coastal Environmental Studies
- Communication Studies
- Computer networking
- Culinary Arts
- Dental Assisting
- Dental Hygiene
- Fire Technology
- Legal Assisting/ Paralegal Studies
- Restaurant Management
- Television Production
- Sociology-Human Services

For more information on career technical programs, CEC workability, partnership academies, and work experience, contact the counselor or visit www.cde.ca.gov/ci/ct/.

Professional Staff

Counseling & Support Staff

Condor 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 Condor 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	2	1.5
Special Programs Specialist	1	0.5

Counselor-to-Student Ratio: 1:241

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, Condor High School had 18 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
Condor High School	91.0 %	9.0 %
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				
	CHS			OUHSD
	14-15	15-16	16-17	16-17
Total Teachers	14	17	19	690
Teachers with full credentials	14	17	19	679
Teachers without full credentials	0	0	0	11
Teachers teaching outside subject area of competence (with full credential)	0	1	1	84
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	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	\$46,184
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 Clean Energy Jobs Act
- California Career Pathways Trust
- 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				
	CHS	OUHSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	276	N/A	N/A	N/A	N/A
Total**	\$7,653	N/A	N/A	N/A	N/A
Restr.†	\$312	N/A	N/A	N/A	N/A
Unrestr.††	\$7,341	\$5,882	124.80	\$5,677	129.31
Avg. Teacher Salary	\$79,128	\$78,948	100.23	\$77,824	101.68

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 Condor 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 Condor High School's SARC and access the internet at any of the county's public libraries. The closest public library to Condor 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.