

# Oxnard Union High School District Condor High School

Grades 9 through 12  
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## 2014-15 School Accountability Report Card *Published February 2016*

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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 2014-15 school year, 457 students were enrolled, including 0.2% in special education, 28.2% qualifying for English Language Learner support, and 82.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	2.20%	Grade 9	7
Amer. Indian or Alaskan Native	0.40%	Grade 10	35
Asian	0.90%	Grade 11	102
Filipino	1.10%	Grade 12	313
Hisp. or Latino	84.70%	Ungraded	0
Pacific Islander	0.20%		
Caucasian	10.50%		
Multi-Racial	0.00%		
Students with Disabilities	0.20%		
Economically Disadvantaged	82.30%		
English Learners	28.20%		
Foster Youth	0.20%		
Total Enrollment			457

## Student Achievement

### Physical Fitness

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. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Condor High School.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	*	*	*

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.

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is

not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	CHS	OUHSD	California
Overall Results	No	No	Yes
<i>Participation Rate</i>			
English Language Arts	No	Yes	Yes
Mathematics	No	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	*	*	Yes
Met Graduation Rate	Yes	Yes	Yes

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, 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. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status 2015-16		
	CHS	OUHSD
PI Status	In PI	In PI
First Year of PI	2014-2015	2008-2009
Year in PI	Year 1	Year 3
No. of Schools Currently in PI		7
% of Schools Currently in PI		77.7%

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

## California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information can be found at [cde.ca.gov/ta/tg/sr/cstsciref.asp](http://cde.ca.gov/ta/tg/sr/cstsciref.asp).

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Condor High School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	28	21	20	54	53	47	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	47
All Students (School)	20
Male	25
Female	17
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	11
Pacific Islander	
Caucasian	
Multi-Racial	
English Learners	
Economically Disadvantaged	
Migrant Educ.	
Students with Disabilities	2
Foster Youth	

Note: Scores are not shown 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.

## California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in 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. 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/).

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Condor High School	District	California
English-Language Arts/Literacy	23	39	44
Mathematics	2	18	33

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.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	155	102	65.8	31	32	19	4
Male		39	25.2	31	31	21	3
Female		63	40.6	32	33	17	5
African-Amer.		3	1.9	--	--	--	--
Amer. Indian or Alaskan Native		1	0.6	--	--	--	--
Asian		0	0.0	--	--	--	--
Hisp. or Latino		87	56.1	34	31	15	3
Caucasian		10	6.5	--	--	--	--
Multi-Racial		1	0.6	--	--	--	--
English Learners		22	14.2	55	18	0	0
Economically Disadvantaged		58	37.4	34	34	14	5
Migrant Educ.		1	0.6	--	--	--	--
Foster Youth		--	--	--	--	--	--

2014-15 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	155	99	63.9	70	15	2	0
Male		39	25.2	64	15	3	0
Female		60	38.7	73	15	2	0
African-Amer.		3	1.9	--	--	--	--
Amer. Indian or Alaskan Native		1	0.6	--	--	--	--
Asian		0	0.0	--	--	--	--
Hisp. or Latino		84	54.2	71	12	2	0
Caucasian		10	6.5	--	--	--	--
Multi-Racial		1	0.6	--	--	--	--
English Learners		19	12.3	79	0	0	0
Economically Disadvantaged		56	36.1	73	14	2	0
Migrant Educ.		0	0.0	--	--	--	--
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

### California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 59% of Condor High School's tenth grade students who took the test passed the math portion of the exam and 71% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Condor High School			OUHSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English Language Arts	23	25	41	51	44	48	57	56	58
Mathematics	17	17	22	54	50	48	60	62	59

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2014-15						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	46	24	30	46	35	18
All Students (School)	59	32	8	78	19	3
Male	58	32	11	74	21	5
Female	60	33	8	79	18	3
Hisp. or Latino	66	32	2	86	12	2
Economically Disadvantaged	65	33	3	85	13	3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

## Local Control Accountability Plan (LCAP)

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

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

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the CST - Science Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

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

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

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

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

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through flyers, letters, the school website, annual mailer, 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

### 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 Tuesday, July 28, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, July 28, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior			✓
C. Cleanliness	✓		
D. Electrical		✓	
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Hueneme HS Rm T2, Rio Mesa HS Rm 5, OCC Boy's RR, OCC Counselor; & OCC Records Office - Inspection/replace damaged ceiling tile using methods/materials equivalent to original construction.
(D)	Hueneme HS Rm P1 - Replace damaged/missing light cover.

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. 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 and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2015.

## 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			
	12-13	13-14	14-15
<b>CHS</b>			
# of Students Suspended	0	1	3
# of Students Expelled	1	0	0
<b>OUHSD</b>			
# of Students Suspended	1260	832	923
# of Students Expelled	103	54	73
<b>California</b>			
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	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				
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	10.0	17	6	
Mathematics	5.0	37		
Science	3.0	25		
Social Science	4.0	58		
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		

\*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, 2013-14 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			
<b>CHS</b>			
	11-12	12-13	13-14
Dropout Rate	0.0%	27.1%	26.0%
Graduation Rate	0.0%	37.9%	52.5%
<b>OUHSD</b>			
	11-12	12-13	13-14
Dropout Rate	10.8%	14.8%	10.9%
Graduation Rate	81.5%	77.5%	78.3%
<b>California</b>			
	11-12	12-13	13-14
Dropout Rate	13.1%	11.4%	11.5%
Graduation Rate	78.9%	80.4%	81.0%

### 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, or by passing the CHSPE exam, the HiSET exam, or 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: 2014			
Group	CHS	OUHSD	State
All Students	53%	78%	50%
African-Amer.	100%	76%	76%
Amer. Indian or Alaskan Native	-	55%	78%
Asian	67%	91%	93%
Filipino	-	94%	96%
Hisp. or Latino	50%	76%	81%
Pacific Islander	100%	83%	84%
Caucasian	54%	85%	90%
Multi-Racial	100%	88%	83%
English Learners	16%	64%	51%
Economically Disadvantaged	21%	77%	81%
Students with Disabilities	9%	57%	61%
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 2014-15 school year, Condor High School held staff development training devoted to:

- APEX
- CAHSEE Preparation
- CELDT Testing
- Common Core State Standards
- Compliance for Independent Study Attendance
- Concurrent College Enrollment Opportunities
- CSTS in Life Science
- Mathematics Curriculum Implementation
- P.E. Testing
- SBAC Testing
- Synergy Database Systems
- Study Island
- 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 met in both grade level and department level teams to conduct data analysis to identify areas of need.

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		
2012-13	2013-14	2014-15
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 09, 2015, the Oxnard Union High'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 #15-28 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Oxnard Union High 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	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 %
<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 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 [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	
	%
2014-15 Students enrolled in courses required for UC/CSU admission	93.9
2013-14 Graduates who completed all courses required for UC/CSU admission	0.0

### 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
- Regional Occupational Programs
- 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.

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

During the 2014-15 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, ROP, workability, partnership academies, and work experience, contact the counselor or visit [www.cde.ca.gov/ci/ct/](http://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) 2014-15		
	No. of Staff	FTE
Academic Counselor	1	1.0

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 2014-15 school year, Condor High School had 14 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 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Condor High School	60.0 %	40.0 %
<b>District Totals</b>		
All Schools	90.0 %	10.0 %
High-Poverty	89.0 %	11.0 %
Low-Poverty	97.0 %	3.0 %

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
	13-14	14-15	15-16	15-16
Total Teachers	10	14	18	670
Teachers with full credentials	10	14	18	659
Teachers without full credentials	0	0	0	11
Teachers teaching outside subject area of competence (with full credential)	1	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	4
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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,587	\$44,363
Mid-Range Teacher Salary	\$80,035	\$71,768
Highest Teacher Salary	\$86,574	\$92,368
Superintendent Salary	\$196,461	\$210,998
<b>Average Principal Salaries:</b>		
High School	\$124,718	\$133,673
<b>Percentage of Budget:</b>		
Teacher Salaries	38%	36%
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 2013-14 school year, Oxnard Union High spent an average of \$8,546 of total general funds to educate each student (based on 2013-14 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 receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- California Partnership Academies: Green & Clean Academies
- Common Core State Standards Implementation
- 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
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	CHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$6,784	N/A	N/A	N/A	N/A
Restr.†	\$311	N/A	N/A	N/A	N/A
Unrestr.††	\$6,473	\$5,501	117.68	\$5,348	121.04
Avg. Teacher Salary	\$71,923	\$75,554	95.19	\$74,908	96.02

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 AYP, CST & 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. 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 and school facilities sections were acquired in January 2016.