

Oxnard Union High School District Channel Islands High School

Grades 9 through 12
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2016-17 School Accountability Report Card *Published January 2018*

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Principal's Message

I would like to share with you how honored I am to serve as your principal of Channel Islands High School and I invite you to explore our School Accountability Report Card (SARC) for the 2016-17 school year. This document contains information regarding Channel Islands' instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. As a school community, we can use this information to ensure we improve student learning, maintain a clean and safe learning environment, and provide a school climate in which all students feel welcome and can thrive.

CIHS is fortunate that our staff and students have been involved in creating a positive school climate and culture through the Positive Behavioral Interventions and Supports (PBIS) program. At CIHS, PBIS promotes four main concepts for our students: Community, Integrity, Honor, and Social Responsibility. Student behaviors are guided by these concepts, and the staff holds students to behavioral expectations based on these concepts. Academically, CIHS is home to three curricular academies, the Marine Science Academy (MSA), the Business and Finance Academy (BFA), and the Transportation Technology Academy (TTA). Each academy has an area of curricular focus and all of the classes in the academy support that focus area.

At CIHS, we strive to work closely with our community and parents to provide a rigorous academic experience and provide multiple opportunities for extra-curricular activities and sports. We encourage all parents to join us in this educational endeavor by joining the School – Site Council, the Parent Faculty Student Organization, or participate in other volunteer opportunities that are available. Thank you for your support and together we can ensure our students are prepared for life long success.

Mission Statement

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

School Profile

Channel Islands High School is located in the southern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2016-17 school year, 2482 students were enrolled, including 11.8% in special education, 27.4% qualifying for English Language Learner support, and 85.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.00%	Grade 9	696
Amer. Indian or Alaskan Native	0.10%	Grade 10	602
Asian	0.30%	Grade 11	581
Filipino	6.30%	Grade 12	542
Hisp. or Latino	88.80%	Ungraded	61
Pacific Islander	0.30%		
Caucasian	2.50%		
Multi-Racial	0.80%		
Students with Disabilities	11.80%		
Socioeconomically Disadvantaged	85.20%		
English Learners	27.40%		
Foster Youth	0.40%		
Total Enrollment			2,482

Student Achievement

Physical Fitness

In the spring of each year, Channel Islands High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart 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	18.6	20.5	21.6

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, Channel Islands High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. 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/.

Federal Intervention Program Status 2017-18		
	CIHS	OUHSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 4	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/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Channel Islands 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)	59	45	54	50	48	48
Mathematics (grades 3-8 and 11)	20	21	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	568	553	97.36	45.21
Male	278	268	96.40	41.42
Female	290	285	98.28	48.77
African-Amer.	--	--	--	--
Asian	--	--	--	--
Filipino	32	32	100.00	81.25
Hisp. or Latino	507	493	97.24	42.80
Pacific Islander	--	--	--	--
Caucasian	--	--	--	--
Multi-Racial	--	--	--	--
English Learners	213	206	96.71	20.87
Socioeconomically Disadvantaged	508	493	97.05	42.80
Students with Disabilities	54	51	94.44	7.84

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	567	552	97.35	21.13
Male	278	267	96.04	18.49
Female	289	285	98.62	23.59
African-Amer.	--	--	--	--
Asian	--	--	--	--
Filipino	32	32	100.00	58.06
Hisp. or Latino	506	492	97.23	18.37
Pacific Islander	--	--	--	--
Caucasian	--	--	--	--
Multi-Racial	--	--	--	--
English Learners	212	206	97.17	7.84
Socioeconomically Disadvantaged	507	492	97.04	20.45
Students with Disabilities	54	50	92.59	0.00

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Channel Islands High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	37	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 Dropout Rates, including the Dropout chart; and Graduation Rates, 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 become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, the school website, parent meetings, parent letters, summer mailer, weekly teacher's notes home, and through the PFSO. Contact the school office at (805) 385-2787 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Athletics
 Career Center
 Special Education Grandparents
 Parent Faculty Student Organization

Committees

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

School Activities

Athletic Events
 Back to School Night
 Open House
 Migrant Parent Institute
 Regional Migrant Parent Conference
 Evening Parent Meeting
 The Parent Project
 Academic Awards
 Senior Awards
 FAFSA College & Career Nights (Senior Parent Meeting)

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Channel Islands High School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities

remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

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

- Restroom cleaning
- Trash removal

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

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

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

Campus Description	
Year Built	1966
Acreage	35
Square Footage	196738
	Quantity
Permanent Classrooms	72
Portable Classrooms	19
Restrooms (sets)	3
Cafeteria	1
Field House	1
Gymnasium	1
Library	1
Locker Rooms	1 set
Math Labs	4
Science Labs	13

Facilities Inspection

The district's maintenance department inspects Channel Islands High School on an annual basis in accordance with Education Code §17592.72(c)(1). Channel Islands High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, August 01, 2017 - Friday, August 18, 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: Tuesday, August 01, 2017			
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)	Classroom 31 - Repair/replace damaged thermostat; Classroom 35 - Clothes dryer exterior vent missing cover
(B)	Bldg A Library Womens Restroom Space 1 & Library Mens Restroom Space 2 - Inspection/repair wall using methods/materials equivalent to the original construction; Faculty Lounge Space 7, Classroom Space 12, Classroom 29, Classroom 50, Portable Classroom 67, Workroom between 60-61 Space 1/2 & Drama Classroom Storage and Office Space 91/8/10 - Inspect/replace missing ceiling tile using methods/materials equivalent to original construction; Bldg B-1 Lower Classroom 5 - Paint peeling may require repainting using methods/materials equivalent to the original construction; Classrooms 15, 21, 25, 26, 62 & Storage Room in Classroom 33, Space 20, Custodial Hallway Closet Space 11, Custodial Breakroom Space 8, Bldg C-2 Upper Classroom 43, Hallway Storage Space 4 & ASB Space 92 - Inspection/repair wall using methods/materials equivalent to the original construction; Classroom 16 - Repair/reinstall missing furnace cabinet door; Classroom 28 - Paint peeling on counter/may require repainting using methods/materials equivalent to the original construction; Classroom 44 & Bldg D Classroom Portable P-11 - Wall paint peeling/may require repainting using methods/materials equivalent to the original construction; Classrooms 45, 54, 56, Student Center Office and Storage Space 90, ASB Storage Space 12-13 & Bldg N Activity Room Space AR-1 - Inspection/repair baseboard using methods/materials equivalent to the original construction; Classroom 46 - Inspect/replace missing wall cabinet door; Boys Quad Restroom Space 5; Classroom 64 - Repair/replace missing cabinet drawer; Bldg F Girls Main Locker Space 1 - Inspection/repair hole in ceiling using methods/materials equivalent to the original construction; Girls Team Room Space 14 & Team Locker Room Space 14 - Inspect/repair hole in wall using methods/materials equivalent to the original construction; Storage/Equip Room Space 5-6 - Inspection/repair walls using methods/materials equivalent to the original construction; Coaches Offices Space 9-10 - Inspect/replace damaged ceiling tile using methods/materials equivalent to original construction; Computer Room Storage 2-3-16, Classroom 95 Storage Space 13-11-9-6, Classroom 96, Bldg J Band Room Space 2 & Band Room Storage Space 20 - Replace missing ceiling tile; Classroom 93-C & Music Room Storage 3-4-7-9 - Paint peeling/inspect may require repainting using methods/materials equivalent to the original construction; Portable Classroom ML-4, Bldg L Office Trailer Space 1, Portable Classroom 67 & Portable P-8 - Re-attach/replace wallpaper to wall; Hallway Space 26 - Inspect/repair hole in wall using methods/materials equivalent to the original construction (behind door); Weight Room Space AR-2 - Adjust/repair floor mats (too loose); Weight Room Storage Space AR-2, Gym Equip Storage Space 3/12 & Custodian Closet Space 3 - Inspect/repair large hole in walls using methods equivalent to the original construction; Portable P-9 Replace damaged ceiling tile using methods/materials equivalent to original construction & inspect/repair baseboard using methods/equivalent to the original construction
(C)	Storage Room in Classroom 33, Space 20, Custodial Hallway Closet Space 11 & Workroom between 60-61 Space 1/2 - Space in need of housekeeping; Old Media Room Space 8, Band Room Office Space 21-22, Bldg U Field/Snackbar Space 1 & Field/Snackbar Storage Space 2 - Area in need of housekeeping
(D)	Classroom Space 8 - Check overhead light fixtures (possible ballast problems); Work Exp. Space 19, Classroom Space

Adjacent to Room 51 Space 8, Classroom 52 & Classroom 6 Bldg H Computer Room Space 1 - Inspection/remove and/or repair (wiring hanging from ceiling); Bldg B-1 Lower Classroom 5, Classrooms 11, 36, 38, 49, 51, 40 Workroom between Rooms 36-37 Space 2/3, Lab between Rooms 38-39 Space 6/7, Hallway Work Room Space 3, Drama Classroom Storage and Office Space 91/8/10, ASB Office Space 9, ASB Storage Space 12-13, Coaches Offices Space 8-10, Main Locker Storage Space 8, Old Media Room Space 8, Bldg I Computer Room Classroom ML-2, Hallway Space 19, Office Area Space 27, Nurse Office Space 31 & Assistant Principal Space 30 - Replace damaged/missing light cover; Classroom 25 - Replace damaged/missing plug cover; Classroom 26 - Outside conduit box missing cover between room 25 & 26; Bldg C-1 Lower Classroom 33 - Hallway exterior light attached to block wall showing signs of water intrusion; Hallway Storage Space 6 - Electrical conduct box missing cover; ASB Space 92 - Outside power outlet missing protective cover; Main Locker Office/Storage Space 4-5 - Replace damaged/missing outlet cover; Classroom 97 - Secure exposed wiring hanging in ceiling; Weight Room Storage Space AR-2 - Replace damaged/missing light cover

(E) Custodial Breakroom Space 8 - Inspection/repair leaking sink; Main Locker Student Shower - Repair/replace leaking shower head; Field/Snackbar Mens RR Space 3 - Stainless steel urinals and toilets dark metal staining; Field/Snackbar Womens RR Space 4 - Stainless steel toilets dark metal staining

(F) Exterior Entry Conference Rm Space 22 - West corner of building paint peeling on outside covered walkway soffit (water intrusion); Classroom 32 - Gutter down spout paint peeling; Classrooms 51 & 52 - Covered walkway peeling paint; Classroom 59 - Fire extinguisher case missing glass insert; Bldg N Activity Room Space AR-1 - Install fire extinguisher holder

(G) Storage Counter Space 3 - Damage to outside wall; Library Area Space 17 & Career Center Space 18 - Hole in outside wall of main library; Exterior Entry Conference Rm Space 22 - West corner of building paint peeling on outside covered walkway soffit (water intrusion); Classrooms 9 & 16 - Concrete sidewalk damage (cracks); Classroom 11 - Large crack in outer wall/paint chipping; Classroom 12 - Hole in outside wall between room 11 & 12 where conduit enters wall; Bldg B-2 Upper Classroom 19 - Gutter down spout peeling paint; Classroom 32 - Covered walkway support beam pulling away from soffit (water intrusion) with stucco also pulling away; Classroom 22 - Gutter down spout rusted out; Bldg C-2 Upper Classroom 43 - Stucco also pulling away from wall (water intrusion); Workroom between 49 & 50 Space 2 - Covered walkway support beam rotting away from soffit (signs of water intrusion); Classroom 50 - Covered walkway support beam where it meets the gutter is rotting away (signs of water intrusion); Hallway Storage Space 4 - Passageway outside hallway storage skylight dome reflective material has been compromised (broken internal and external); Classroom 49 - Gutter down spout appears to show signs of drainage blockage; Classroom 52 - Gutter down spout rusting; Bldg D Classroom Portable P-11 - Side panel skirting dry rot & Review/repair rusted gutter; Classroom Portable P-12 - Side panel skirting dry rot & gutter down spout missing; Classroom 59 - West end of building concrete sidewalk damage (trip hazard); Student Center Space 90 - Covered walkway overhead wood rot; Drama Classroom Storage and Office Space 91/8/10 - Hole in outside wall; Classroom 95A - Review/replace missing gutter down spout; Portable Classroom ML-4 - Review/repair gutters (rusted out); Bldg M Portable Classroom 68, Portable Classroom 67, Portable Classroom 66, Bldg O Portable P-6, Portable P-7, Portable P-8 & Raider-Rets Room - Side panel skirting showing signs of water intrusion, may need reviewing; Portable Classroom P-3 - Review/repair gutters and down spouts, side panel skirting showing signs of water intrusion, may need reviewing; Bldg T Storage Space 1 - Review/replace missing gutter down spout

(H) Library Mens Restroom Space 2 & Classrooms 9, 14, 15, Bldg B-2 Upper Classroom 19, Lab/Storage between 43-44 Space 10/9, Classroom 53 & Portable Classroom 66 - Adjust door alignment (door will not close properly); Mech Room Space 13 - Inspect/replace missing door closer hardware; Classroom 11 - Large crack in outer wall/paint chipping; Classroom 17 & Hallway Workroom Space 3 - Inspection/replace missing door closer hardware; Classrooms 40 & 41 - Inspection/repair door lock; Cafeteria Delivery Access Road & Gymnasium Front Parking Lot - Blacktop parking surface damage (pot holes, trip hazards)

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Channel Islands High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in October 2017.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	14-15	15-16	16-17
	CIHS		
% Students Suspended	6.0	5.9	8.1
% Students Expelled	0.4	0.5	0.2
	OUHSD		
% Students Suspended	5.2	5.8	6.3
% Students Expelled	0.4	0.5	0.2
	California		
% 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	18	35	46
Mathematics	32.0	6	24	44
Science	30.0	11	26	36
Social Science	31.0	8	24	41
	2015-16			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	30.1	21	38	44
Mathematics	32.9	9	24	45
Science	32.6	12	25	38
Social Science	33.0	12	20	46
	2016-17			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	31.0	15	30	49
Mathematics	32.0	7	20	46
Science	31.0	8	17	44
Social Science	32.0	7	23	40

*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

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

In the following Dropout & Graduation Rates table, 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)				
		CIHS		
		13-14	14-15	15-16
Dropout Rate		6.7%	6.2%	4.1%
Graduation Rate		77.4%	89.7%	93.1%
		OUHSD		
		13-14	14-15	15-16
Dropout Rate		10.9%	9.4%	8.3%
Graduation Rate		78.3%	82.1%	83.7%
		California		
		13-14	14-15	15-16
Dropout Rate		11.5%	10.7%	9.7%
Graduation Rate		81.0%	82.3%	83.8%

Graduation Requirements

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

Completion of High School Graduation Requirements Graduating Class of 2016			
Group	CIHS	OUHSD	State
All Students	91.84%	83.59%	87.11%
African-Amer.	83.33%	96.30%	79.19%
Amer. Indian or Alaskan Native	.00%	84.62%	80.17%
Asian	80.00%	97.56%	94.42%
Filipino	97.67%	97.96%	93.76%
Hisp. or Latino	90.87%	81.27%	84.58%
Pacific Islander	100.00%	100.00%	86.57%
Caucasian	100.00%	88.20%	90.99%
Multi-Racial	100.00%	92.86%	90.59%
English Learners	69.51%	50.27%	55.44%
Socioeconomically Disadvantaged	96.10%	85.47%	85.45%
Students with Disabilities	79.03%	69.33%	63.90%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Channel Islands High School revolve around the California State Content Standards and Frameworks. During the 2016-17 school year, Channel Islands High School held staff development training devoted to:

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

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Channel Islands High School supports ongoing professional growth throughout the year on collaboration 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 sessions 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, Channel Islands 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)
- APEX Online Curriculum
- Office 365 Portal Training
- SIRAS Training
- iLit Training

Channel Islands High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
2	3	3

Instructional Materials

All textbooks used in the core curriculum at Channel Islands 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
English Language Arts		
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 %
English Language Development		
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
Foreign Languages		
1995	D.C. Heath, <i>Discovering French</i>	0 %
2006	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Holt, <i>Ven Conmigo</i>	0 %
2000	Holt, Rinehart and Winston, <i>Komm mit!</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
History-Social Science		
1993	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2006	Houghton Mifflin, <i>Economics 6th Edition</i>	0 %
2001	McDougal Littell, <i>The Americans</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %

1999	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Mathematics		
2001	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2001	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2001	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2002	Glencoe/McGraw-Hill, <i>Algebra 2 - Integration, Applications, Connections</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
1996	Glencoe/McGraw-Hill, <i>Mathematics: Applications and Connections</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
1996	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
1995	Houghton Mifflin, <i>Pre-Calculus</i>	0 %
2004	Key Curriculum Press, <i>Calculus</i>	0 %
1998	Key Curriculum Press, <i>Discovering Geometry</i>	0 %
1995	McDougal Littell, <i>Algebra 2</i>	0 %
2001	Prentice Hall, <i>Precalculus</i>	0 %
2005	South Western-Thomson, <i>Business Math</i>	0 %
Science		
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Environmental Science</i>	0 %
2007	McDougal Littell, <i>World of Chemistry</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2006	Pearson Prentice Hall, <i>Miller & Levine Biology</i>	0 %
2007	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the 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	95.3
2015-16 Graduates who completed all courses required for UC/CSU admission	24.6

Advanced Placement

In 2016-17, Channel Islands High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2016-17		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	11	14.1

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

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

Workforce Preparation

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

- Work Experience
- Career Education Center
- Workability
- Career/Partnership Academies
- Career Pathways
- Link Crew
- ASB
- Athletics

Individual student assessment of work readiness skills takes place through:

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

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

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. Channel Islands High School's career/partnership academy program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2016-17 school year, Channel Islands High School offered the following career academy programs:

- Business & Finance
- Marine Science
- Transportation Academy

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

During the 2016-17 school year, Channel Islands High School offered the following career technical education programs as elective courses:

- Automotive
- Culinary Arts
- Photography

- Food & Nutrition
- Computer Operations/Science
- Business Technology
- Art, Media, & Entertainment Pathways
- Hospitality, Tourism, & Recreation Pathways
- Transportation Academy
- CEC Auto Repair & Auto Service Air, Banking, Computer BSFT, Dental/Radiology, Floral Design, Fashion/Retail Merchandising, Graphic Design, Health/Term, Medical Office Assistant, Nursing 2, and Screenprint

Channel Islands High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Channel Islands High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. 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

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE
Academic Counselor	6	6.0
Campus Supervisors	9	4.4
Guidance Technicians	2	1.5
Psychologists	2	1.2
Adaptive PE	1	*
Career Center Technician	1	1.0
Nurse	1	1.0
Speech & Language Specialist	1	1.0
Counselor-to-Student Ratio: 1:414		

* as needed

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, Channel Islands High School had 99 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				
	CIHS			OUHSD
	15-16	16-17	17-18	17-18
Total Teachers	104	103	103	691
Teachers with full credentials	101	99	102	683
Teachers without full credentials	3	4	1	8
Teachers teaching outside subject area of competence (with full credential)	13	16	25	121
Teacher misassignments for English learners	0	0	0	1
Total teacher misassignments	0	0	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
Average Principal Salaries:		
High School	\$139,023	\$146,114
Percentage of Budget:		
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/ 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 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				
	CIHS	OUHSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$8,928	N/A	N/A	N/A	N/A
Restricted	\$2,069	N/A	N/A	N/A	N/A
Unrestricted	\$6,859	\$7,024	97.66	\$6,574	104.34
Average Teacher Salary	\$83,231	\$84,220	98.83	\$82,770	100.56

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Channel Islands High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

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

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2017. Data to prepare the school facilities section were acquired in January 2018.