

# Oxnard Union High School District Oxnard High School



Grades 9 through 12  
Richard Urias, Principal  
Richard.Urias@oxnardunion.org

3400 West Gonzales Road  
Oxnard, CA 93036  
PH: (805) 278-2907 FAX: (805) 278-2912  
www.oxnardhigh.us  
CDS #: 56725465634548

## 2017-18 School Accountability Report Card *Published January 2019*

Oxnard Union High School District  
309 South K Street  
Oxnard, CA 93030-5212  
(805) 385-2500

### Website Address

www.oxnardunion.org

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### Principal's Message

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

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

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

### Mission Statement

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

## School Description

Oxnard High School is located in the northwestern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2017-18 school year, 2788 students were enrolled, including 8.9% in special education, 12.7% qualifying for English Language Learner support, and 65.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.90%	Grade 9	782
Amer. Indian or Alaska Native	0.10%	Grade 10	736
Asian	1.10%	Grade 11	673
Filipino	2.40%	Grade 12	597
Hisp. or Latino	85.70%	Ungraded	0
Native Hawaiian or Pacific Islander	0.20%		
White	6.60%		
Two or More Races	2.00%		
Students with Disabilities	8.90%		
Socioeconomically Disadvantaged	65.90%		
English Learners	12.70%		
Foster Youth	0.50%		
Total Enrollment			2,788

## Student Achievement

### Physical Fitness

In the spring of each year, Oxnard High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2017-18			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	17.7%	23.2%	27.7%

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.

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a

measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Oxnard High School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	47.0	41.0	50.0	47.0	48.0	50.0
Mathematics (grades 3-8 and 11)	24.0	23.0	29.0	29.0	37.0	38.0

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

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	617	596	96.60	41.28
Male	315	307	97.46	35.83
Female	302	289	95.70	47.06
Black or African-Amer.	15	13	86.67	30.77
Amer. Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	75.00
Filipino	20	19	95.00	78.95
Hisp. or Latino	516	500	96.90	39.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	37	97.37	45.95
Two or More Races	14	13	92.86	46.15
English Learners	132	126	95.45	11.11
Socioeconomically Disadvantaged	417	402	96.40	36.32
Students with Disabilities	42	41	97.62	7.32
Students Receiving Migrant Ed. Services	39	38	97.44	36.84
Foster Youth	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	619	607	98.06	22.73
Male	315	308	97.78	21.75
Female	304	299	98.36	23.75
Black or African-Amer.	15	14	93.33	14.29
Amer. Indian or Alaska Native	--	--		--
Asian	12	12	100.00	66.67
Filipino	20	20	100.00	55.00
Hisp. or Latino	517	508	98.26	19.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	36	94.74	38.89
Two or More Races	14	14		
English Learners	133	130	97.74	3.85
Socioeconomically Disadvantaged	418	409	97.85	19.07
Students with Disabilities	42	40	95.24	0.00
Students Receiving Migrant Ed. Services	39	39	100.00	23.08
Foster Youth	--	--	--	--

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Oxnard High School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, school newsletters, the school marquee, the school website, school site council, parent teacher student association, booster groups, blackboard connect, Twitter, text messages, and Oxnard HS app. Contact the school office at (805) 278-2907 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Campus Volunteers  
School Activities  
Athletic Events

### Committees

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

### School Activities

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

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oxnard High School's original facilities were built in 1995; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Resurface blacktop areas throughout campus
- Convert computer lab to classroom

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

- Groundskeeping
- Restroom cleaning

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

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

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

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

### Facilities Inspection

The district's maintenance department inspects Oxnard High School on an annual basis in accordance with Education Code §17592.72(c)(1). Oxnard High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place April 15, 2018 to July 29, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Sunday, April 15, 2018			
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)	Counselors Office Space 5 - Vent is covered by a plastic florescent light fixture (light has been disconnected); Counselors Office Space 14 - HVAC control missing cover; Bldg B Classrooms 101-114 - HVAC not working (not maintaining temp properly); Boys RR Space 5 & Girls RR Space 6 - HVAC not working (not maintaining temp properly)
(B)	Nurses Area Common Space 3, Classroom 105, Hallway 108/113 Space 37, Classroom 131, Classroom 204, Classroom 119, Classroom 206, Classroom 106 - Wall covering in need of repair; Counselors Office Space 7 - Carpet damaged and concrete foundation exposed; Counselors Office Space 18, Records Room Space 24, Custodian Close Space 8, Gym Custodian Close Space 5 - Hole in wall; Attendance Office Space 22 - Hole in carpet; Work/Copy Room Space 25, Office Space 31, Classroom 109, Girls RR Space 6, Classroom 220, Faculty Workroom Space 3, Classrooms 108, 109 - Ceiling tile damaged, water

stain; Hallway Space 26, Faculty Dining Space 13, Auditorium Control Room Space 16 & 17 - Wall damage; Custodian Closet Space 29 - Wall damage water intrusion, hole in wall from equipment installation; Storage Area Space 33, Mechanic Room Space 7, Workroom between Rooms 203/206 Space 17/18, Cogeneration Outside Entry Space 14, Pool Electrical Room Outside Entry Space 9 - Area in need of housekeeping; Bldg B Classroom 101 - Wall and carpet damage; Classroom 106, 110, 113, 114, Custodial Closet Space 2 - Wall in need of repair, window blind damage; Classroom 110, Electrical Room Space 9, Bldg F Classroom 101, Classroom 8 Dressing Room Space 9 - Ceiling tile damage, wall in need of repair; Hallway Space 1 - Floor tile damage (discolored); Classroom 116 - Baseboard not secured to wall; Workroom 11 Office 19, Office Space 22, Lounge Space 24, Classroom 130, Computer Room Space 11, Office adjacent to Training Room Space 18, Area P-3 ROTC Classroom Portable P16 - Ceiling tiles missing/damaged; Classroom 205 - Baseboard missing, carpet damaged; Classroom 206, Outside Entry Boys RR Space 19, Bandroom Classroom Space 21 - Ceiling tile damaged, water stained, and baseboard damaged; Classroom 207 - Wall damaged and carpet damaged; Classroom 208, 209, 212, 213, 4, Bldg E Classroom 104 - Wall damage, in need of repair; Main Library Space 5, Classroom 214, Classroom 104, Bldg H Small Gym Space 4 - Ceiling tile damaged, wall damage (cracks evident); Classroom 113, Lounge Office Space 6, Girls RR Space 29, Classroom 11, Classroom 103 - Ceiling tile damaged; Classroom 207 & 210 - Baseboard missing, wallpaper damaged in need of repair; Classroom 218 & 222 - Wallpaper damage in need of repair, floor damage in need of repair; Classroom 229 - Baseboard missing; Hallway Space 1 - Floor tile damage; Classroom 109 - Floor tile missing trim; Hallway 20 RR Space 14/16 - Wallpaper damage and floor tile damage; Classroom Autoshop Space 101 - Floor damage; Dressing Room Space 12 - Mirror cracked; Bandroom Classroom Space 20 - Holes in ceiling tile; Custodian Close Space 27 - Hole in wall adjacent to heater from rodent intrusion; Mens RR Space 28 - Ceiling tile and floor damage; Portable Classroom Space 13 - Light cover damage; Boys Locker/Shower Space 4 - HVAC vent rusted; Portable Classroom 6 - Baseboard damaged, carpet damaged; Portable Classroom 10 - Window blinds missing; Area P-3 ROTC Classroom Portable P17 - Carpet damage; Area P5 Fieldhouse Girls RR - Handicap stall wall damaged

- (C) Telephone Room Space 15, Storage Area Space 33, Electrical Room Space 11, Mechanics Room Space 33, Cogeneration Outside Entry Space 14, Pool Electrical Room Outside Entry Space 9 - In need of housecleaning; Storage Space 13 - Clutter blocking emergency door; Auditorium/Stage Space 15 - Door blocked by debris; Portable Classroom 3 - Carpet damaged and dirty; Area P4 Snack Bar Kitchen Space 3 & 4 - Floor area dirty
- (D) Counselors Office Space 5 - Vent is covered by a plastic florescent light fixture (light has been disconnected); Nurse Office Space 2 - Exterior light pole adjacent to office damaged; Office Area Space 11, Boys Team Room RR Space 30 - Light cover missing; Classrooms 106, 112, 205, 209, 211, 219, 220 - Floor outlet missing cover; Classroom 131, Bldg F Classroom 101, 107, 114 - Floor outlet box missing cover plate; Bldg D Girls RR Space 1, Main Library Space 5 - Light sensor not operating properly; Boys RR Space 2, Gym Boys RR Space 7, Boys RR Space 36 - Outlet cover missing; Faculty Workroom Space 3 - Thermostat missing cover; Classroom 111 - Wall outlet missing cover; Hallway Space 1 - Exit sign not operating properly; Classroom 135 - Network cable not secured to wall; Girls Shower/Locker Space 12, Girls Locker Room RR Space 9 - Light cover missing/damaged; Boys Shower/Locker Space 28, Boys PE Coaches Shower/Locker Space 35 - Light cover missing, exit light damage, light fixture damage; Main Kitchen Space 4 - Light switch damage
- (E) Classroom 108 Girls RR Space 36, Mens Room Space 6, Boys RR Space 3, Girls RR Space 2, Unisex RR Space 10, Boys RR Space 30, Girls RR Space 13, Gym Girls RR Space 2, Training Room Shower/RR Space 20 & 13, Faculty Dining Mens RR Space 10, Faculty Dining Womens RR Space 12, Outside Entry Girls RR Space 17 - Toilet leaks from flushing unit; Girls RR Space 2 - Toilet leaking; Dressing Room Space 12, Drama Classroom Space 8 - Sink nonoperational; Boys Locker/Shower Space 4 - Shower soap dish missing
- (F) Bldg G Main Gymnasium Space 1 - Fire alarm indicator not secured to wall; Area P4 Snack Bar Girls RR Space 1 - Fire alarm indicated not secured to wall
- (G) Portable Classroom 2, 3, 5, 6, 7, 10, Area P-3 ROTC Classroom Portable P-16 - Gutter downspout damaged
- (H) Counselors Office space 12 - Upper window missing screen; Mtg Office Space 17 - Brick base of flag pole damaged; Boys RR Space 2, Classroom 4, Textbook Storage Space 6, Classroom 112, 113, 114 - Concrete sidewalk at entrance

uneven; Faculty Workroom Space 3, Classroom 107 - Concrete elevated trip hazard; Bldg H Small Gym Space 4 - Wall damage (cracks in wall), door closer damaged; Outside Entry Electrical Room Space 1 - Concrete walkway outside kitchen electrical room uneven (safety issue); Main Kitchen Space 4 - Double door missing latch assembly; Classroom Food Lab Space 143 - Window screen missing; Bldg N Pool Office Space 6, Pool Custodial Room Space 8 - Pool office door (hard to close and open); Boys Locker/Shower Space 4, Girls Locker/Shower Space 3 - Door missing lock

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

Rating Description

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

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. The principal, assistant principals, campus supervisors, and resource officers patrol the campus entrance areas and designated common areas before school, during lunch, and during dismissal to monitor student activities and behavior.

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

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Oxnard High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in October 2018.

**Classroom Environment**

**Discipline & Climate for Learning**

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

Suspensions & Expulsions			
	15-16	16-17	17-18
	<b>OHS</b>		
% Students Suspended	5.7	6.8	5.8
% Students Expelled	0.4	0.1	0.1
	<b>OUHSD</b>		
% Students Suspended	5.8	6.3	5.2
% Students Expelled	0.5	0.2	0.1
	<b>California</b>		
% Students Suspended	3.7	3.6	3.5
% Students Expelled	0.1	0.1	0.1

## Class Size

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.

Average Class Size and Class Size Distribution				
Subject	2015-16			
	Avg. Class	Number of Classes		
	Size	1-22	23-32	33+
English	29.6	19	28	60
Mathematics	32.0	16	19	55
Science	29.7	21	13	52
Social Science	30.0	18	19	52
Subject	2016-17			
	Avg. Class	Number of Classes		
	Size	1-22	23-32	33+
English	31.0	17	23	59
Mathematics	31.0	12	23	53
Science	28.0	20	28	45
Social Science	29.0	17	19	46
Subject	2017-18			
	Avg. Class	Number of Classes		
	Size	1-22	23-32	33+
English	31.0	16	26	56
Mathematics	30.0	14	20	56
Science	25.0	34	22	50
Social Science	29.0	17	24	43

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Dropouts

Oxnard High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring test results and performance, parent conferences, counseling, 9-10 grade PLC's, and 21st Century Response to Intervention for freshman students. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2016-17 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	OHS		
	14-15	15-16	16-17
Dropout Rate	3.7%	2.5%	4.5%
Graduation Rate	92.4%	96.2%	91.8%
	OUHSD		
	14-15	15-16	16-17
Dropout Rate	9.4%	8.3%	7.1%
Graduation Rate	82.1%	83.7%	85.6%
	California		
	14-15	15-16	16-17
Dropout Rate	10.7%	9.7%	9.1%
Graduation Rate	82.3%	83.8%	82.7%

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

## Graduation Requirements

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

Completion of High School Graduation Requirements Graduating Class of 2017 (One Year Rate)			
Group	OHS	OUHSD	State
All Students	92.52%	85.95%	88.72%
Black or African-Amer.	92.86%	86.11%	82.15%
Amer. Indian or Alaska Native	100.00%	87.50%	82.81%
Asian	92.31%	97.62%	94.93%
Filipino	90.91%	96.05%	93.45%
Hisp. or Latino	92.79%	83.74%	86.54%
Native Hawaiian or Pacific Islander	100.00%	95.24%	88.56%
White	87.27%	94.06%	92.12%
Two or More Races	94.12%	89.47%	91.15%
English Learners	70.00%	59.30%	56.74%
Socioeconomically Disadvantaged	95.31%	85.14%	88.64%
Students with Disabilities	60.94%	66.35%	67.12%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Oxnard High School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Oxnard High School held staff development training devoted to:

- Highly Effective Instruction
- Relevant Curriculum
- Checking for Understanding
- Building Relationships

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

grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17, 2017-18, and 2018-19 school years, Oxnard High School's teachers attended the following events hosted by the Oxnard Union High School District:

**2016-17 Training:**

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- APEX Online Curriculum
- Office 365 Portal Training
- SIRAS Training
- iLit Training

**2017-18 Training:**

- Next Generation Science Standards (NGSS)
- English Language Arts
- English Language Development/World Language
- Mathematics
- Social Science
- Career Technical Education

**2018-19 Training:**

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- Mathematics
- Social Science
- iLit Training

Oxnard High School's teachers also have the opportunity to attend supplemental professional development trainings offered by the district such as the following:

- Social Science
- CAASPP Assessments
- Growth Mindset
- ELA Projects in Inquiry Based Units
- Close Reading and Text Dependent Questions
- Project Based Learning
- ELA Co-Teaching Teams
- English Content Job-Alike
- iLit Model Lesson and Coaching
- Digital Literacy
- The 4 C's and Literature
- Discovery Education
- Flocabulary
- PSAT/SAT/Khan Academy
- Big Ideas Math Curriculum
- College Preparatory Math Curriculum
- Statistics Job-Alike
- Integrated Physics and Chemistry
- Biology Job-Alike
- Biology and Earth Science
- Biology OER Stemsopes
- Dual Language Immersion Job-Alike
- Teaching for Biliteracy
- Edge Fundamentals Curriculum
- Dual Language Immersion
- EPLAC Assessments
- Advancement Via Individual Determination (AVID)

Oxnard High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate

in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2016-17	2017-18	2018-19
3	1	1

**Instructional Materials**

All textbooks used in the core curriculum at Oxnard High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, October 10, 2018, 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 #18-36 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 2018-19 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2008	Bedford Fremont and Worth, <i>The Language of Composition: Reading, Writing, Rhetoric Student</i>	0 %
2005	Holt McDougal, <i>The Language of Literature</i>	0 %
2005	McDougal Littell, <i>Language Network</i>	0 %
2016	Pearson, <i>The Longman Reader</i>	0 %
2007	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>	0 %
2003	W.W. Norton, <i>Norton Anthology - World Masterpieces Volumes 1 &amp; 2</i>	0 %
<b>Foreign Languages</b>		
2007	EMC Paradigm, <i>Que Chevere 1, 2, 3</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I &amp; II</i>	0 %
2007	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Gramatica</i>	0 %

2007	Prentice Hall, <i>Abriendo paso: Lectura</i>	0 %
2003	Prentice Hall, <i>Sendas Literarias 1 &amp; 2</i>	0 %
2015	Vista Higher Learning, <i>D'accord (French)</i>	0 %
<b>Health</b>		
2007	Pearson Prentice Hall, <i>Health</i>	0 %
<b>History-Social Science</b>		
2007	Cengage Learning, <i>American Pageant, AP Edition</i>	0 %
2001	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Psychology - Principles in Practice</i>	0 %
2010	Houghton Mifflin Harcourt, <i>Sociology: The Study of Relationships</i>	0 %
2010	J. Wiley & Son, <i>Human Geography in Action</i>	0 %
2007	McDougal Littell, <i>Creating America: A History of the United States</i>	0 %
2007	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2011	Prentice Hall, <i>The Cultural Landscape: An Introduction to Human Geography</i>	0 %
2007	Prentice Hall-Longman, <i>American Government Continuity &amp; Change (AP Course)</i>	0 %
1999	Steck-Vaughn, <i>America's Story</i>	0 %
1999	Steck-Vaughn, <i>Fearon's American Government</i>	0 %
2010	Worth Publishers, <i>Myers Psychology Second Edition for AP</i>	0 %
<b>Mathematics</b>		
2005	Cengage Learning, <i>Business Mathematics</i>	0 %
2014	CPM Educational Program, <i>Core Connections, Course 3</i>	0 %
2013	CPM Educational Program, <i>Core Connections, Integrated 1</i>	0 %
2015	CPM Educational Program, <i>Core Connections, Integrated 2</i>	0 %
2016	CPM Educational Program, <i>Core Connections, Integrated 3</i>	0 %
2005	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2010	Holt, Rinehart and Winston, <i>Practical Mathematics; Consumer Applications</i>	0 %
2005	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2006	Houghton Mifflin, <i>PreCalculus with Limits, A Graphing Approach</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 1</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 2</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas, Integrated Math 1, 2 &amp; 3</i>	0 %
2007	Pearson, <i>AGS Algebra</i>	0 %
2007	W. H. Freeman, <i>The Practice of Statistics</i>	0 %
<b>Science</b>		
2007	Addison Wesley, <i>Biology: Concepts &amp; Connections</i>	0 %
2014	Cengage Learning, <i>Chemistry (Zumdahl)</i>	0 %
2012	Cengage Learning, <i>Living in the Environment</i>	0 %
2007	Current Publishing, <i>Life on an Ocean Planet</i>	0 %
2002	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %

2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Houghton Mifflin, <i>World of Chemistry</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Environmental Science</i>	0 %
2006	J. Wiley & Son, <i>Fundamentals of Physics</i>	0 %
2008	McDougal Littell, <i>Introductory Chemistry: A Foundation</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2004	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	0 %
2007	Prentice Hall, <i>Chemistry</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 <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	
	%
2017-18 Students enrolled in courses required for UC/CSU admission	97.1
2016-17 Graduates who completed all courses required for UC/CSU admission	34.7

### Advanced Placement

In 2017-18, Oxnard High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.



Number of Advanced Placement Courses Offered 2017-18		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	0	N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	10	N/A
Social Science	6	N/A
All Courses	33	24.4

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

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

## Workforce Preparation

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

- Work Experience
- Career Education Center
- Workability
- Career/Partnership Academies
- Career Pathways
- Small Learning Communities (SLC)

Individual student assessment of work readiness skills takes place through:

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

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

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

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Oxnard High School's career/partnership academies are all affiliated with the National Academy Foundation (NAF). During the 2017-18 school year, Oxnard High School offered the following NAF career academy programs:

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

OHS also offers Small Learning Communities (SLC) which work to build relationships and College and Career Skills of Learners. In the coming years OHS will also begin to offer Majors in several areas of school to career opportunities. Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three year terms and coursework are in alignment with state standards and students' needs.

During the 2017-18 school year, Oxnard High School offered the following career technical education programs as elective courses:

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

## Professional Staff

### Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2017-18		
	No. of Staff	FTE
Academic Counselor	7	6.5
Campus Supervisors	7	6.0
Psychologists	2	1.5
Adaptive PE	1	0.2
ASB Bookkeeper	1	1.0
Career Center Technician	1	1.0
ELA Computer Lab Technician	1	0.8
Guidance Technician	1	0.8
Migrant Guidance Technician	1	0.75
Nurse	1	1.0
Resource Officer	1	1.0
Textbook/Library Media Technician	1	1.0
Counselor-to-Student Ratio: 1:398		

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

### Teacher Assignment

During the 2017-18 school year, Oxnard High School had 108 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	OHS			OUHSD
	16-17	17-18	18-19	18-19
Total Teachers	109	109	108	693
Teachers With Full Credentials	109	108	104	682
Teachers Without Full Credentials	0	1	4	11
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	8	18	15	113
Misassignments of Teachers of English Learners	0	1	0	0
Total Teacher Misassignments*	1	0	0	113
Vacant Teacher Positions	0	0	0	1

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: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	OUHSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$53,785
Mid-Range Teacher Salary	\$96,547	\$86,127
Highest Teacher Salary	\$104,556	\$106,915
Superintendent Salary	\$220,420	\$238,058
<b>Average Principal Salaries:</b>		
High School	\$153,583	\$150,286
Elementary School	N/A	N/A
Middle School	N/A	\$136,636
<b>Percentage of Budget:</b>		
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2016-17 school year, Oxnard Union High School District spent an average of \$16,747,487 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Career Technical Education Incentive
- CA Partnership Academies: Green & Clean Academies
- California Clean Energy Jobs Act
- California Career Pathways Trust
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student				
	OHS	OUHSD	% Diff.	State	% Diff.
			School & Dist.		School & State
Total**	\$8,782	N/A	N/A	N/A	N/A
Restricted	\$1,004	N/A	N/A	N/A	N/A
Unrestricted	\$7,777	\$8,159	95.32	\$7,125	109.16
Average Teacher Salary	\$89,924	\$89,533	100.44	\$85,815	104.79

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

## SARC Data

### DataQuest

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

### Public Internet Access Location

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

Address: 251 South A St., Oxnard

Phone Number: (805) 385-7527

WebSite: <http://www.oxnard.org>

Number of Computers Available: 30

### Disclosure

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