

Oxnard Union High School District Condor High School

Grades 9 through 12
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2018-19 School Accountability Report Card *Published January 2020*

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Principal's Message

Condor High School is an alternative school of choice within the Oxnard Union High School District utilizing independent study instructional strategies and options. Students may participate in sports at their boundary schools, may participate in community service, may be enrolled concurrently at a community college or be participating in career education courses while completing a rigorous core high school curriculum. Condor offers a variety of pathways custom tailored to each individual student utilizing the flexibility of scheduling that an independent study environment affords. Condor High School provides a nurturing environment for students so that they may reach their highest potential. We have highly qualified and caring staff members that are responsive to each student's challenges and aspirations.

Mission Statement

Condor High School provides an individualized education with a rigorous and relevant curriculum while recognizing students' unique learning styles. Condor High School supports students in the earning of a high school diploma while developing life-long learning skills in collaboration with community colleges, business opportunities and career technical education.

School Vision

Condor High School inspires, motivates and prepares students to become responsible, life-long learners, and productive members of the community.

School Description

Condor High School is located in the southern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2018-19 school year, 510 students were enrolled, including 6.5% in special education, 9.8% qualifying for English Language Learner support, and 80.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.20%	Grade 9	8
Amer. Indian or Alaska Native	0.20%	Grade 10	40
Asian	0.00%	Grade 11	248
Filipino	1.40%	Grade 12	214
Hisp. or Latino	87.80%	Ungraded	0
Native Hawaiian or Pacific Islander	0.00%		
White	8.80%		
Two or More Races	0.60%		
Students with Disabilities	6.50%		
Socioeconomically Disadvantaged	80.80%		
English Learners	9.80%		
Foster Youth	0.40%		
Homeless	16.30%		
Total Enrollment			510

Student Achievement

Physical Fitness

In the spring of each year, Condor High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	33.3	33.3	33.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	20.0	15.0	47.0	50.0	50.0	48.0
Mathematics (grades 3-8 and 11)	3.0	1.0	29.0	29.0	38.0	37.0

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 (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	290	277	95.52	4.48	14.91
Male	112	106	94.64	5.36	12.26
Female	178	171	96.07	3.93	16.57
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian					
Filipino	--	--	--	--	--
Hisp. or Latino	252	240	95.24	4.76	11.72
Native Hawaiian or Pacific Islander					
White	30	30	100.00	0.00	41.38
Two or More Races	--	--	--	--	--
English Learners	78	73	93.59	6.41	2.74
Socioeconomically Disadvantaged	231	221	95.67	4.33	13.18
Students with Disabilities	17	16	94.12	5.88	6.25
Students Receiving Migrant Ed. Services	--	--	--	--	--
Foster Youth					
Homeless	44	42	95.45	4.55	14.63

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	290	277	95.52	4.48	0.73
Male	111	105	94.59	5.41	0.00
Female	179	172	96.09	3.91	1.18
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian					
Filipino	--	--	--	--	--
Hisp. or Latino	252	240	95.24	4.76	0.42
Native Hawaiian or Pacific Islander					
White	30	30	100.00	0.00	3.45
Two or More Races	--	--	--	--	--
English Learners	78	73	93.59	6.41	0.00
Socioeconomically Disadvantaged	230	220	95.65	4.35	0.46
Students with Disabilities	17	16	94.12	5.88	0.00
Students Receiving Migrant Ed. Services	--	--	--	--	--
Foster Youth					
Homeless	44	42	95.45	4.55	0.00

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						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

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 & Graduation Rates*, 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 flyers, letters, the school website, the annual mailer, Twitter, Parent Square (notification

system), and personal phone calls. Contact Condor High School at (805) 385-5885 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
School Site Council

Committees

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

School Activities

Grade Level Meetings
Student Orientation
Graduation Activities
Concurrent College Workshops
College Tours
Educational Field Trips
Grade Level Parent Nights
Senior Awards Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Condor High School's original facilities were built in -; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, technology upgrades have been completed and the site went to 1:1 student to device ratio during the 2019-20 year.

The custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Day and evening custodians are shared with adjacent campuses and are responsible for cleaning the restrooms and classrooms. Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The administrator communicates with custodial staff daily concerning maintenance and school safety issues.

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

Facilities Inspection

The district's maintenance department inspects Condor High School on an annual basis in accordance with Education Code §17592.72(c)(1). Condor High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place between Friday, May 31, 2019 and Wednesday, June 12, 2019. 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: Friday, May 31, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(D)	Channel Island Classroom P-1 - Electrical outlet unsecured, hanging outside of box

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Students at Condor High School meet one-on-one with their teacher. Students arrive as scheduled and are supervised by the teacher to which they are assigned.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Condor High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code

policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in January 2020.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	0.0	0.0	N/A
% Students Expelled	0.0	0.0	N/A
	District		
% Students Suspended	6.3	5.2	6.2
% Students Expelled	0.2	0.1	0.3
	State		
% Students Suspended	3.6	3.5	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				
2016-17				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	5.0	98	4	
Mathematics	3.0	125		
Science	2.0	90		
Social Science	3.0	213		
2017-18				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	5.0	108	2	
Mathematics	3.0	143		
Science	2.0	94		
Social Science	3.0	213		
2018-19				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	5.0	105	9	
Mathematics	3.0	143		
Science	2.0	87		
Social Science	3.0	241		

**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.*

Dropout & Graduation Rates

Condor High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling and individual instruction, flexible scheduling of appointments, a middle college program option, and tutorial sessions for English and math. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from Condor High School. Alternative methods of acquiring a diploma are available in OUHSD for those students who have been unsuccessful in the independent study high school environment. The following information shows the number of students enrolled and the number of students who graduated from Condor High School for the last four years:

2014 Enrollment - 348 students / 2014 Graduates - 126 students
 2015 Enrollment - 457 students / 2015 Graduates - 179 students
 2016 Enrollment - 440 students / 2016 Graduates - 196 students
 2017 Enrollment - 483 students / 2017 Graduates - 219 students
 2018 Enrollment - 548 students / 2018 Graduates - 241 students
 2019 Enrollment - 538 students / 2019 Graduates - 277 students

In the following Dropout & Graduation Rates table, 2017-18 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)				
		School		
		15-16	16-17	17-18
Dropout Rate		14.0%	18.6%	14.1%
Graduation Rate		50.0%	58.0%	57.3%
		District		
		15-16	16-17	17-18
Dropout Rate		8.3%	7.1%	7.1%
Graduation Rate		83.7%	85.6%	84.9%
		State		
		15-16	16-17	17-18
Dropout Rate		9.7%	9.1%	9.6%
Graduation Rate		83.8%	82.7%	83.0%

For the formula to calculate the 2017-18 and 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Condor High School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Condor High School held staff development training devoted to:

- English Language Proficiency Assessments for California (ELPAC)
- Next Generation Science Standards (NGSS)
- Professional Learning Communities (PLCs)
- Positive Behavioral Interventions & Supports (PBIS)
- WASC
- Rigor
- Curriculum Calibration
- Edgenuity Learning Platform
- Compliance for Independent Study Attendance
- Concurrent College Enrollment Opportunities
- Lesson Design Sharing
- Mathematics Curriculum
- PE Testing
- SBAC Testing
- Synergy Database Systems
- Technology Training
- Career Technical Education (CTE)

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. Condor 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 2017-18, 2018-19 and 2019-20 school years, Condor High School's teachers had the opportunity to attend the following events hosted by the Oxnard Union High School District:

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

2019-20 Training:

- Multi-Tiered System of Supports (MTSS)
- iLit Reading Intervention
- SkillsUSA Training for Career Pathways
- Edge Training for ESL Students
- Curriculum Design for Dual Language Immersion
- Textbook Pilot Training for Science and ELA
- Math Leadership Network
- Digital Broadcast
- Ethnic Studies Curriculum Development
- Dual Immersion Textbook Pilot Training
- VC Innovates
- AP Spanish Committee Test Development
- Next Generation Science Standards (NGSS)
- Library Learning Day
- AVID Elective Focused Note-Taking
- Data Chats for Common Assessments, Corrective Teaching, and Engagement
- Google Platform Training
- PLC Summer Curriculum Planning, Common Syllabi, Technology Use, Student Engagement
- Positive Behavioral Interventions & Supports (PBIS)

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
1	1	2

Instructional Materials

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

On Wednesday, September 25, 2019, 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 #19-44 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 2019-20 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		
2008	Bedford Fremont and Worth, <i>The Language of Composition: Reading, Writing, Rhetoric Student</i>	0 %
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>	0 %
Foreign Languages		
2007	EMC Paradigm, <i>Que Chevere 1, 2, 3</i>	0 %
2007	McDougal Littell, <i>Discovering French Nouveau</i>	0 %

2007	McDougal Littell, <i>En Espanol</i>	0 %
Health		
2007	Pearson Prentice Hall, <i>Health</i>	0 %
History-Social Science		
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 %
2007	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2016	McGraw Hill, <i>Understanding Economics</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 %
1999	Steck-Vaughn, <i>Fearon's American Government</i>	0 %
Mathematics		
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 %
2004	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2013	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 & 3</i>	0 %
Science		
2007	Addison Wesley, <i>Biology: Concepts & Connections</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2006	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 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2007	Prentice Hall, <i>Biology</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. Condor High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

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 <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/>.

Workforce Preparation

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

- Work Experience
- Career Education Center
- Programs through Oxnard College

Individual student assessment of work readiness skills takes place through 1) End of course exams; and 2) Classroom observation.

Work experience students are partnered with 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 or teachers.

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

During the 2018-19 school year, Condor High School offered the following career technical education programs as elective courses:

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

Condor High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins).

This grant enables Condor 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. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. 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/>.

Career Technical Education (CTE) Program Participation 2018-19	
Total number of students participating in CTE programs	510
Percentage of students completing CTE program and earning a high school diploma	50.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10.4 %

Professional Staff

Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	2	1.5
Special Programs Specialist	1	1.0
Counselor-to-Student Ratio: 1:255		

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 2018-19 school year, Condor High School had 20 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.

	School			District
	17-18	18-19	19-20	19-20
Total Teachers	22	20	20	699
Teachers With Full Credentials	22	20	20	695
Teachers Without Full Credentials	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	94
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	94
Vacant Teacher Positions	0	1	0	5

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$53,785	\$52,466
Mid-Range Teacher Salary	\$96,547	\$87,373
Highest Teacher Salary	\$104,556	\$109,803
Superintendent Salary	\$220,420	\$241,221
Average Principal Salaries:		
Elementary School	N/A	N/A
Middle School	N/A	\$142,025
High School	\$148,258	\$153,904
Percentage of Budget:		
Teacher Salaries	33%	33%
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 2017-18 school year, Oxnard Union High School District spent an average of \$11,872 of total general funds to educate each student (based on 2017-18 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 2017-18 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 Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation

- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$11,739	N/A	N/A	N/A	N/A
Restricted	\$391	N/A	N/A	N/A	N/A
Unrestricted	\$11,348	\$8,470	133.97	\$7,507	151.17
Average Teacher Salary	\$102,341	\$90,194	113.47	\$88,538	115.59

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 Condor High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

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

Address: 251 South A St., Oxnard

Phone Number: (805) 385-7527

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

Number of Computers Available: 30

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2019. Data to prepare the school facilities section were acquired in November 2019.