

Oxnard Union High School District Channel Islands 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

I would like to share with you how honored I am to serve as your principal of Channel Islands High School and I invite you to explore our School Accountability Report Card (SARC) for the 2018-19 school year. This document contains information regarding Channel Islands' instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. As a school community, we can use this information to ensure we improve student learning, maintain a clean and safe learning environment, and provide a school climate in which all students feel welcome and can thrive.

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

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

School Vision

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

School Description

Channel Islands High School is located in the southern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2018-19 school year, 2596 students were enrolled, including 13.6% in special education, 17.6% qualifying for English Language Learner support, and 85.7% 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. | 0.50% | Grade 9 | 674 |
| Amer. Indian or Alaska Native | 0.10% | Grade 10 | 646 |
| Asian | 0.30% | Grade 11 | 665 |
| Filipino | 5.60% | Grade 12 | 611 |
| Hisp. or Latino | 88.30% | Ungraded | 0 |
| Native Hawaiian or Pacific Islander | 0.20% | | |
| White | 3.30% | | |
| Two or More Races | 1.00% | | |
| Students with Disabilities | 13.60% | | |
| Socioeconomically Disadvantaged | 85.70% | | |
| English Learners | 17.60% | | |
| Foster Youth | 0.40% | | |
| Homeless | 22.90% | | |
| Total Enrollment | | | 2,596 |

Student Achievement

Physical Fitness

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

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 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 | 18.3 | 26.2 | 22.9 |

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) | 39.0 | 39.0 | 47.0 | 50.0 | 50.0 | 48.0 |
| Mathematics (grades 3-8 and 11) | 17.0 | 18.0 | 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 | 606 | 586 | 96.70 | 3.30 | 39.32 |
| Male | 331 | 316 | 95.47 | 4.53 | 33.86 |
| Female | 275 | 270 | 98.18 | 1.82 | 45.72 |
| Black or African-Amer. | -- | -- | -- | -- | -- |
| Amer. Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | 47 | 47 | 100.00 | 0.00 | 59.57 |
| Hisp. or Latino | 525 | 506 | 96.38 | 3.62 | 36.44 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 20 | 19 | 95.00 | 5.00 | 52.63 |
| Two or More Races | -- | -- | -- | -- | -- |
| English Learners | 224 | 210 | 93.75 | 6.25 | 22.38 |
| Socioeconomically Disadvantaged | 520 | 503 | 96.73 | 3.27 | 38.25 |
| Students with Disabilities | 65 | 61 | 93.85 | 6.15 | 1.64 |
| Students Receiving Migrant Ed. Services | 17 | 17 | 100.00 | 0.00 | 47.06 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 160 | 155 | 96.88 | 3.12 | 35.48 |

| 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 | 604 | 583 | 96.52 | 3.48 | 18.01 |
| Male | 329 | 314 | 95.44 | 4.56 | 18.15 |
| Female | 275 | 269 | 97.82 | 2.18 | 17.84 |
| Black or African-Amer. | -- | -- | -- | -- | -- |
| Amer. Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | 47 | 47 | 100.00 | 0.00 | 36.17 |
| Hisp. or Latino | 524 | 504 | 96.18 | 3.82 | 15.48 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 19 | 19 | 100.00 | 0.00 | 21.05 |
| Two or More Races | -- | -- | -- | -- | -- |
| English Learners | 223 | 210 | 94.17 | 5.83 | 6.67 |
| Socioeconomically Disadvantaged | 518 | 500 | 96.53 | 3.47 | 17.40 |
| Students with Disabilities | 65 | 61 | 93.85 | 6.15 | 0.00 |
| Students Receiving Migrant Ed. Services | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 158 | 153 | 96.84 | 3.16 | 17.65 |

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 automated telephone messages, the school marquee, the school website, parent meetings, parent letters, summer mailer, teacher's communication and progress reporting, parent workshops, Parent Square, and through the PFSO. Contact the school office at (805) 385-2756 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Athletics
Career Academies
Career Center
Guest Speakers
Parent Faculty Student Organization

Committees

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

School Activities

Academic Awards
Athletic Events
Back to School Night and Open House
College & Career Nights
Evening Parent Meeting
Migrant Parent Institute
Principal's Award
Regional Migrant Parent Conference
Evening Parent Workshops & Meetings (Parent Project)
Cultural Community Events
Renaissance
Senior Awards

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Channel Islands High School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Upgrades to lighting
- Installation of security cameras
- Increase in campus supervisors

2019-20 Campus Improvements in Progress:

- Installation of a new bell system
- Measure A Projects: Renovation to fields; new HVAC systems; renovations to the front of the school
- Focus on enhancing the campus' safety features in case of an active assailant

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

- Restroom cleaning
- Trash removal

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

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

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

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

Facilities Inspection

The district's maintenance department inspects Channel Islands High School on an annual basis in accordance with Education Code §17592.72(c)(1). Channel Islands High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place between Saturday, June 8, 2019 and Friday, June 28, 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, June 28, 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 |
| (A) | Classrooms 16 & 29 & Bldg "P" Student Dining Space 1 - Replace/repair broken air vent cover |
| (B) | Bldg A/Library Women's RR Space 1; Library Mens RR Space 2; Storage Rm in Classroom 33 Space 20 - Inspect/repair hole in wall |
| | Faculty Lounge Space 7; Classroom Space 12; Main Library Space 15; Main Locker Storage Space 8; Computer Room Storage 2 & 3 & 16; Classroom 95 Storage Space 13 & 11 & 9 & 6; Portable Classroom P-3; Bldg "O" Portable P-6; Portable P-7; Portable P-9; Office Space 5; Training Room Space 6; Portable Phy/Classroom Space SL-1; Bldg "Y" Classroom Portable P-5 - Inspect/replace damaged ceiling tile |
| | Mech Rm Space 13; Classroom 54; Custodial Closet Space 24 - Inspect/repair baseboard |
| | Classrooms 11, 21, 24, 25; Outside Entry Storage Space 5 - Inspect/may require repainting |

| | |
|-----|--|
| | Classrooms 12, 14, 15, 21, 42, 58; Custodial Breakroom Space 8; Drama Classroom Storage/Office Space 91 & 8 & 10; ASB Space 92; Girls Team Rm Space 14; Classroom 93-C; Classroom 98; Bldg "N" Activity Rm Space AR-1; Staff Ser. Area Space 4; Faculty Dining Space 7; Gym Equip. Storage Space 3; Custodian Closet Space 3 - Inspection/repair walls |
| | Classrooms 20, 28, 45, 47, 49, 50; Workroom between 60 & 61 Space 1 & 2; Drama Classroom Storage/Office Space 91 & 8 & 10; Bldg "J" Band Rm Space 2; Band Rm Storage Space 11; Music Rm Space 1; Music Rm Storage 3 & 4 & 7 & 9; Music Rm Hallways Space 6 & 15; Weight Rm Space AR-2 - Inspect/replace missing ceiling tile |
| | Classroom 46 - Inspection/replace missing cabinet door |
| | Classroom 48 - Inspect/replace missing baseboard |
| | Classroom 64 - Replace missing cabinet drawer |
| | Classroom 97 - Repair crack in walls |
| | Computer Rm Classroom ML-1; Computer Room Classroom ML-3; Portable Classroom ML-4; Portable Classroom T-1; Bldg "M" Portable Classroom 68; Portable Classroom 67; Portable P-8 - Reattach/replace wallpaper to wall |
| | Portable Classroom P-2; Portable P-9; Portable P-10 - Inspection/replace damaged floor tile |
| (C) | Hallway Workroom Space 3; Workroom between 60 & 61 Space 1 & 2; ASB Office Space 9; Girls Team Rm Space 14; Team Rm Storage Space 2; Main Locker Office/Storage Space 4 & 5; Band Rm Storage Space 12; Band Rm Storage Space 13; Band Rm Office Space 21; Band Rm Office Space 22; Weight Rm Storage Space AR-2; Outside Entry Storage Space 5 - Need housekeeping |
| (D) | Classroom Space 8; Office Space 11; Hallway Space 19; Classrooms 16, 32, 46; Bldg "D" Classroom Portable P-11 - Check overhead light fixtures (possible ballast problems) |
| | Main Library Space 15; Bldg "B-1" Lower Classroom 5; Classrooms 11, 17, 25, 30, 31, 38, 39, 40, 51, 53; Workroom between Rm 36 & Rm 37 Space 2 & 3; Lab between Rm 37 & 38 Space 6 & 7; Hallway Workroom Space 3; ASB Office Space 9; Band Rm Storage Space 11; Office Area Space 27; Attendance Office Space 22; Weight Rm Space AR-2; Weight Rm Storage Space AR-2; Portable Phy/Classroom Space SL-1; Bldg "Y" Classroom Portable P-5 - Replace damaged/missing light cover |
| | Bldg "B-2" Upper Classroom 19 - Inspection/secure exposed wiring rear of classroom |
| | Classroom 26 - Inspection/secure (wiring hanging from ceiling) |
| | Classroom 31 - Inspection/secure (wiring hanging on wall) |
| | Classrooms 35, 48; Classroom Portable P-12; Old Media Rm Space 8; Counselor Office Space 17 - Replace damaged/missing outlet cover |
| | Classroom 62 - Replace resecure outlet cover |
| | Classroom 65; Bldg "I" Computer Rm Classroom ML-2 - Replace missing network outlet cover |
| | Student Center Space 90; ASB Space 92 - Secure power plug hanging out of the power box |
| | ASB Storage Space 12 & 13 - Replace damaged/missing light cover and reinstall missing breaker panel cover |
| | Classroom 94 - Replace damaged/missing wire cover |
| | Classroom 97 - Inspection/replace broken power outlet |
| | Portable Classroom P-1 - Resecure hanging plug outlet out of wall |
| (E) | Main Locker Student Shower - Repair leaking shower heads |
| | Gym Storage Space 12 - Inspection/repair clogged sink |
| (H) | Classrooms 8, 15, 17, 23, 96 Lab-Storage between 43 & 44 Space 10 & 9; Hallway Workroom Space 3; Old Media Rm Space 8; Portable Classroom 67; Old Media Room Space 8 - Adjust door alignment (door will not close properly) |
| | Bldg "C-2" Upper Classroom 43; Classroom 43; Bldg "Q" Main Gym Floor Space 1 - Replace/repair broken door lock |

ASB Office Space 9 - Replace missing door kick plate
 Girls Team Rm Space 14 - Remove broken mirror

Overall Summary of School Facility Good Repair Status

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | ✔ | | |

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Channel Islands High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2019.

Classroom Environment

Discipline & Climate for Learning

Channel Island High School's discipline policies are based upon Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports approach to social, emotional and behavioral support. This school-wide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. 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 | 8.1 | 5.8 | 6.5 |
| % Students Expelled | 0.2 | 0.1 | 0.5 |
| | 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

| Subject | 2016-17 | | | |
|----------------|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 31.0 | 15 | 30 | 49 |
| Mathematics | 32.0 | 7 | 20 | 46 |
| Science | 31.0 | 8 | 17 | 44 |
| Social Science | 32.0 | 7 | 23 | 40 |
| | 2017-18 | | | |
| Subject | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| | English | 31.0 | 18 | 14 |
| Mathematics | 31.0 | 8 | 19 | 51 |
| Science | 29.0 | 12 | 22 | 42 |
| Social Science | 32.0 | 7 | 16 | 48 |
| | 2018-19 | | | |
| Subject | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| | English | 30.0 | 15 | 31 |
| Mathematics | 30.0 | 12 | 22 | 48 |
| Science | 29.0 | 15 | 16 | 44 |
| Social Science | 30.0 | 12 | 15 | 49 |

*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

Channel Islands 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, counseling, SOAR Program, grade level cohorts, online credit recovery classes offered before and after school, Academic Enrichment Saturday Tutoring (AEST), Raider Response Team 1, Advancement Via Individual Determination (AVID), Positive Behavioral Interventions and Supports (PBIS), and ELL Saturday Program. The Student Intervention Specialist works with community agencies to provide students with counseling

services. 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 Channel Islands High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, adult school, Condor High School, Condor Options, and credit recovery for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Channel Islands High School.

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 | | 4.1% | 7.0% | 6.2% |
| Graduation Rate | | 93.1% | 88.9% | 89.0% |
| | | 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 Channel Islands High School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Channel Islands High School held staff development training devoted to:

- Positive Behavioral Interventions & Supports (PBIS)
- Student Engagement
- Professional Learning Communities (PLCs)
- Next Generation Science Standards (NGSS)
- Question Formulation Technique (QFT)
- Educational Technology Training (1:1 distribution, implementation and pedagogy)
- LCAP Funds to Support CSR for ELD & 9th Grade Mathematics
- Technology Training
- SPED Co-Teaching Teams
- ELRT

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

Channel Islands High School offers support to new and veteran teachers through peer coaching and mentoring.

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

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

On Wednesday, September 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 % |
| 2016 | Pearson, <i>The Longman Reader</i> | 0 % |
| 2007 | Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i> | 0 % |
| 2004 | W.W. Norton, <i>Norton Anthology - World Masterpieces Volumes 1 & 2</i> | 0 % |
| Foreign Languages | | |
| 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 & II</i> | 0 % |
| 2007 | McDougal Littell, <i>Discovering French Nouveau</i> | 0 % |
| 2007 | McDougal Littell, <i>En Espanol</i> | 0 % |
| 2003 | Prentice Hall, <i>Sendas Literarias 1 & 2</i> | 0 % |
| 2015 | Vista Higher Learning, <i>D'accord (French)</i> | 0 % |
| 2008 | Vista Higher Learning, <i>Imaginez: le francais sans frontieres (IB)</i> | 0 % |
| Health | | |
| 2007 | Pearson Prentice Hall, <i>Health</i> | 0 % |
| History-Social Science | | |
| 2007 | Cengage Learning, <i>American Pageant</i> | 0 % |
| 2007 | Cengage Learning, <i>American Pageant, AP Edition</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 % |
| 2007 | McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i> | 0 % |
| 2006 | McGraw Hill, <i>Economics: Principles, Problems and Policies</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 % |
| 2007 | Prentice Hall-Longman, <i>American Government Continuity & Change (AP Course)</i> | 0 % |
| 2010 | Worth Publishers, <i>Myers Psychology Second Edition for AP</i> | 0 % |
| Mathematics | | |
| 2007 | Cengage Learning, <i>College Algebra: Concepts & Models</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 % |
| 2006 | Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i> | 0 % |
| 2002 | Holt McDougal, <i>Economics</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 % |
| 2007 | Prentice Hall, <i>Elementary Statistics</i> | 0 % |
| 2007 | W. H. Freeman, <i>The Practice of Statistics</i> | 0 % |
| Science | | |
| 2007 | Addison Wesley, <i>Conceptual Physics</i> | 0 % |
| 2007 | AGS, <i>Biology - Cycles of Life</i> | 0 % |

| | | |
|------|--|-----|
| 2007 | Brooks/Cole, <i>General Chemistry</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 % |
| 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 | It's About Time, <i>Active Chemistry: A Project Based Inquiry Approach</i> | 0 % |
| 2007 | It's About Time, <i>Active Physics: A Project Based Inquiry Approach</i> | 0 % |
| 2006 | J. Wiley & Son, <i>Fundamentals of Physics</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. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website at <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 | |
|---|------|
| | % |
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 95.7 |
| 2017-18 Graduates who Completed all Courses Required for UC/CSU Admission | 35.3 |

Advanced Placement

In 2018-19, Channel Islands High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

| Number of Advanced Placement Courses Offered 2018-19 | | |
|---|-------------------------|-----------------------------|
| | No. of Courses Offered* | % of Students in AP Courses |
| Computer Science | 0 | N/A |
| English | 6 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 5 | N/A |
| Mathematics | 1 | N/A |
| Science | 3 | N/A |
| Social Science | 13 | N/A |
| All Courses | 29 | 21.5 |

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

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

Workforce Preparation

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

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

Individual student assessment of work readiness skills takes place through 1) End of course exams; 2) Completion of course-required projects; 3) Post-graduation surveys; and 4) Career assessments.

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.

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

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

Channel Islands High School's career/partnership academy program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2018-19 school year, Channel Islands High School offered the following career academy programs:

- Business & Finance
- Marine Science
- Transportation Academy

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

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

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

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

the careers of their choice. 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 | 919 |
| Percentage of students completing CTE program and earning a high school diploma | 78.9 % |
| Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 10.3 % |

Professional Staff

Counseling & Support Staff

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

| Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19 | | |
|--|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 7 | 7.0 |
| Campus Supervisors | 10 | 5.1 |
| Guidance Technicians | 2 | 1.5 |
| Adaptive PE | 1 | * |
| Attendance Advisor | 1 | 1.0 |
| Career Center Technician | 1 | 1.0 |
| Nurse | 1 | 1.0 |
| Psychologist | 1 | 1.0 |
| Speech & Language Specialist | 1 | 1.0 |
| Student Intervention Specialist | 1 | 1.0 |
| Counselor-to-Student Ratio: 1:371 | | |

* as needed

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

Teacher Assignment

During the 2018-19 school year, Channel Islands High School had 105 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 | | | | |
|---|--------|-------|-------|----------|
| | School | | | District |
| | 17-18 | 18-19 | 19-20 | 19-20 |
| Total Teachers | 103 | 107 | 109 | 699 |
| Teachers With Full Credentials | 102 | 105 | 109 | 695 |
| Teachers Without Full Credentials | 1 | 2 | 0 | 4 |
| Teachers Teaching Outside Subject Area of Competence (With Full Credential) | 25 | 21 | 18 | 94 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 | 94 |
| Vacant Teacher Positions | 0 | 0 | 2 | 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** | \$9,419 | N/A | N/A | N/A | N/A |
| Restricted | \$1,397 | N/A | N/A | N/A | N/A |
| Unrestricted | \$8,022 | \$8,470 | 94.71 | \$7,507 | 106.86 |
| Average Teacher Salary | \$88,816 | \$90,194 | 98.47 | \$88,538 | 100.31 |

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

SARC Data

DataQuest

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

Public Internet Access Location

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

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

Disclosure

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