



**HUENEME
HIGH SCHOOL**

2025 / 2026

H U E N E M E H I G H S C H O O L

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PRINCIPAL'S LETTER

Greetings Hueneme High School Parents and Community,

It is a true honor and privilege to welcome you all to the 2025–2026 school year! As a proud Viking alum, principal, and member of this incredible community, I am continually inspired by the remarkable strides our students, staff, and families have made together.

This past year, Hueneme High School has achieved outstanding growth, reflected both in the lives of our students and in our California Dashboard indicators. Our commitment to academic excellence, equity, and whole-child support has led to steady increases in graduation rates, A–G course completion, and college and career readiness. These achievements are a testament to the dedication of our students, the tireless work of our highly qualified teachers, counselors, and support staff, as well as the unwavering partnership of our families.

At Hueneme High School, safety remains our top priority. We are committed to ensuring that every student and family feels welcomed, valued, and supported. Through our ongoing campus safety measures, positive school culture, and restorative practices, we continue to foster an environment where students can thrive both academically and personally.

At Hueneme High School, we provide comprehensive support and opportunities to help every student succeed and thrive. Our Welcome Center assists newcomer students with individualized resources, and our Wellness Center provides mental health support and wellness services for all students. Through the Community Schools Initiative, we connect families to valuable community resources and support. Our counseling team offers academic, college, and career guidance, contributing to rising graduation rates. With a highly qualified faculty delivering rigorous and engaging instruction, and a variety of athletics, clubs, and leadership programs, our students have countless ways to grow academically and personally.

Hueneme High School is more than a school; it is a community that believes in the transformative power of education. Whether your child is stepping onto campus for the first time or returning to continue their journey, they are part of a family that is deeply invested in their success. Our continued focus on student achievement, equity, and community partnerships has made Hueneme a model for comprehensive student support in our region.

As we enter this new school year, I invite all families to stay actively involved. Your participation strengthens our Viking community and directly contributes to your child's success. Stay connected through ParentSquare, ParentVUE, and by attending school events, meetings, and parent groups.

Key Information for the 2025–2026 School Year:

- The HHS campus opens at 7:30 a.m.
- Breakfast is available to all students starting at 7:30 a.m.
- We will continue on a semester system.
- All athletic programs, activities, and clubs are open for student participation.

Additional information is available on our website: <https://www.huenemehigh.us/>

We are excited to welcome our Vikings back on campus on Wednesday, August 13, 2025. Classes begin at 8:30 a.m.

With Viking Pride,
Brenda Bravo
Principal, Hueneme High School

SCHOOL DIRECTORY

ADMINISTRATORS	Phone Number	Email Address
Brenda Bravo, Principal	805-385-5827	Brenda.Bravo@oxnardunion.org
Cristina Magallanes, Assistant Principal	805-278-3104	Cristina.Magallanes@oxnardunion.org
Dawn Santiago, Assistant Principal	805-394-4685	Dawn.Santiago@oxnardunion.org
TBD, Assistant Principal	TBD	TBD

ADMINISTRATIVE SECRETARIES		
Mayra Castro - Bravo	805-385-2651	Mayra.Castro@oxnardunion.org
Brisely Saldivar - Magallanes	805-385-2673	Brisely.Saldivar@oxnardunion.org
Bradley Gibbs - Santiago	805-385-2673	Bradley.Gibbs@oxnardunion.org
TBD	TBD	TBD

RECEPTIONIST		
Issac Aguilera	805-385-2667	Issac.Aguilera@oxnardunion.org

ATTENDANCE		
Nestor Nateras	805-385-5832	Nestor.Nateras@oxnardunion.org
Angelica Guzman - Attendance Clerk	805-834-1477	Angelica.Guzman@oxnardunion.org

RECORDS		
Andrea Beltran	805-385-2674	Nestor.Nateras@oxnardunion.org
Angelica Guzman - Records Clerk	805-834-1477	Angelica.Guzman@oxnardunion.org

HEALTH OFFICE		
Lindsay Nelson	805-385-5726	Lindsay.Nelson@oxnardunion.org

ATHLETIC DIRECTOR		
Pablo Gallegos	805-385-5785	Pablo.Gallegos@oxnardunion.org

ASB		
Holiday Buen - ASB Director	805-385-2666	Holiday.Buen@oxnardunion.org
Anna Magana - ASB Bookkeeper	805-385-2668	Anna.Magana@oxnardunion.org

COUNSELORS		
Belen Flores	805-385-2651	belen.flores@oxnardunion.org
Denise Rodriguez	805-385-2673	denise.rodriguez@oxnardunion.org
Robert Sierra	805-385-2673	robert.sierra @oxnardunion.org
Cynthia Lopez	805-385-2676	cynthia.lopez@oxnardunion.org
Angelica Martinez	805-389-7444	angelica.martinez@oxnardunion.org
Katalina Martinez – Migrant, Foster, ELD, SLIFE	805-385-5851	katalina.martinez@oxnardunion.org

STUDENT WELLNESS SPECIALIST		
Aldo Campos	805-389-6463	Aldo.Campos@oxnardunion.org
Maria Sandoval	805-278-2934	Maria.Sandoval@oxnardunion.org

GUIDANCE TECHS		
Corinne Pinon – Counselors	805-385-2652	Corinne.Pinon@oxnardunion.org
Tatiana Magana – Migrant, Foster, ELD, SLIFE	805-278-3104	Tatiana.Magana@oxnardunion.org
Brianna Infante – Wellness Center	805-834-1425	Brianna.Infante@oxnardunion.org

COLLEGE AND CAREER CENTER		
Carlos Soto	805-385-2751	Carlos.Soto@oxnardunion.org

SPECIAL EDUCATION		
Taisha Johnson – Psychologist	805-385-2653	Taisha.Johnson@oxnardunion.org
Meri Serobyen – Speech & Language	805-394-4801	Meri.Serobyen@oxnardunion.org
Glenna Bachmeier – IEP Clerk	805-278-3101	Glenna.Bachmeier@oxnardunion.org

TEXTBOOK		
William Peni	805-385-5909	William.Peni@oxnardunion.org

RESOURCE OFFICER		
Ed Murillo	805-385-5865	Edward.Murillo@oxnardunion.org

2025-2026 ACADEMIC CALENDAR

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July	
4	Independence Day Holiday

August	
11	Professional Development
12	Teacher Prep Day
13	First Day of School Fall Semester/1st Quarter

September	
1	Labor Day Holiday

October	
10	End 1st Quarter
13	Professional Development
14	Begin 2nd Quarter
1st Quarter 42 days	

November	
11	Veterans Day Holiday
24-28	Thanksgiving Break
27 & 28	Thanksgiving Holidays

December	
19	End Fall Semester/2nd Quarter
22-31	Winter Break
24 & 25	Winter Holidays
2nd Quarter 43 days; 85 days Fall Semester	

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January	
1-2	Winter Holidays/Winter Break
5	Teacher Prep Day
6	Begin Spring Semester/3rd Quarter
19	Martin Luther King Jr. Day Holiday

February	
16-20	February Break Week
16 & 20	President's Day Holidays

March	
20	End 3rd Quarter
23	Start 4th Quarter
3rd Quarter 48 days	

April	
6-10	Spring Break
10	Spring Holiday

May	
25	Memorial Day Holiday

June	
3	End Spring Semester/4th Quarter
19	Juneteenth Holiday
4th Quarter 47 days 95 days Spring Semester	

BELL SCHEDULE

 HUENEME HIGH SCHOOL	Regular Schedule		Regular Schedule		Block Schedule Per 1, 3, 5		Block Schedule Per 2, 4, 6		Late Start Schedule	
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
PERIOD	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time
0	7:28 AM	8:24 AM	7:28 AM	8:24 AM	7:28 AM	8:24 AM	7:28 AM	8:24 AM	7:28 AM	8:24 AM
1	8:30 AM	9:28 AM	8:30 AM	9:28 AM	8:30 AM	10:30 AM			9:36 AM	10:23 AM
2	9:34 AM	10:36 AM	9:34 AM	10:36 AM			8:30 AM	10:30 AM	10:29 AM	11:18 AM
NUTRITION	10:36 AM	10:45 AM	10:36 AM	10:45 AM	10:30 AM	10:43 AM	10:30 AM	10:43 AM	11:18 AM	11:27 AM
3	10:51 AM	11:49 AM	10:51 AM	11:49 AM	10:49 AM	12:55 PM			11:33 AM	12:20 PM
4	11:55 AM	12:53 PM	11:55 AM	12:53 PM			10:49 AM	12:55 PM	12:26 PM	1:13 PM
LUNCH	12:53 PM	1:28 PM	12:53 PM	1:28 PM	12:55 PM	1:30 PM	12:55 PM	1:30 PM	1:13 PM	1:48 PM
5	1:34 PM	2:32 PM	1:34 PM	2:32 PM	1:36 PM	3:36 PM			1:54 PM	2:41 PM
6	2:38 PM	3:36 PM	2:38 PM	3:36 PM			1:36 PM	3:36 PM	2:47 PM	3:36 PM

MINIMUM DAY BACK TO SCHOOL NIGHT OPEN HOUSE PSAT SCHEDULE		
PERIOD	Start Time	End Time
0	7:28 AM	8:24 AM
1	8:30 AM	9:06 AM
2	9:12 AM	9:49 AM
3	9:55 AM	10:31 AM
Nutrition	10:31 AM	10:51 AM
4	10:57 AM	11:33 AM
5	11:39 AM	12:15 PM

FINAL EXAMS SCHEDULE		
PERIOD	Start Time	End Time
1, 3, 5	8:30 AM	10:30 AM
LUNCH	10:30 AM	10:50 AM
2, 4, 6	10:56 AM	12:56 PM

VIKING VOYAGE



Important Dates:

- August 4, 2025- Seniors Only
- August 5, 2025- Juniors Only
- August 6, 2025- Sophomores Only
- August 7, 2025- Freshmen Only
- August 8, 2025- Make Up Day

FRESHMEN ORIENTATION



REQUEST SCHEDULE CHANGE



TECH CHECK - BRING YOUR CHROMEBOOK



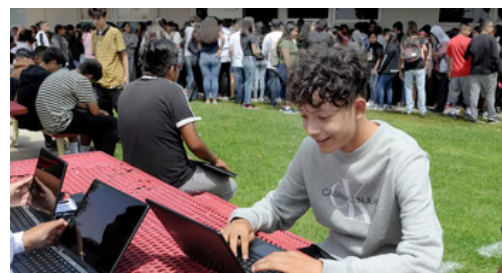
GET FORMS FOR ATHLETICS, ETC



UPDATE CONTACT INFORMATION ON FILE

CHROMEBOOK PICK UP
FOR FRESHMEN
AUG. 07, 2025

MEET SOME OF OUR HHS
STAFF



SCHOOL POLICIES

FOOD SALES: There are no food sales allowed before, during, or after school hours of any kind. Students selling unauthorized food items such as chips, candy, etc., are subject to suspension, confiscation of food and carrying bags without being returned due to health and safety. Appropriate and authorized school fundraisers can take place on campus 30 minutes after school has ended.

CLOSED CAMPUS: Hueneme High is a closed campus.

- Students are not permitted to leave without a pass, nor can anyone come on to campus without permission.
- Off campus lunch passes are not permitted.
- Students are not to remain on campus at the end of the school day unless the student is participating in an extracurricular activity.
- All students will enter the campus from either the "C" Street, "F" Street, or Bard Street gates. Students arriving late or leaving early must use the front office.

COMPUTER USE POLICY: In order for a student to have access to the school's computers, a student and his/her parents must read and sign the computer Acceptable Use Policy.

DRUGS / ALCOHOL: Tobacco, alcohol, and any other controlled substances are not permitted on campus in any form. Drug paraphernalia is also strictly prohibited. Students found in possession or under the influence of alcohol or any other controlled substance will be suspended and cited. Students are not permitted to carry any prescription or over the counter medications.

FIGHTING: Fighting or threatening to fight will not be tolerated at any time on campus or at school events. All parties involved in a fight are subject to suspension and arrest, regardless of who starts the fight. Fighting may result in an expulsion recommendation. Students standing on the periphery of a fight are subject to suspension if they encourage others to fight or impede the stopping of the fight by school officials. Groups of students will be ordered to disperse if conflict oriented posturing appears. Students failing to disperse when ordered are subject to suspension.

HARASSMENT: The OUHSD Board of Trustees expressly prohibits sexual harassment in all schools and facilities within the district. As such, the district views sexual harassment as improper and illegal and such actions will not be tolerated. Harassment in any form will not be tolerated. Any harassment should be immediately reported to school officials.

HEALTH SERVICES: Students wishing to go home from school due to illness must check out through the Health Office. Students will be allowed to leave only with adults listed as their Emergency Contacts.

A doctor's prescription and a parent note are required for students to take any medication at school, including inhalers. The required form is available in the Health office. State law prevents students from carrying medication on campus; students may be suspended for violations. Please see the school nurse for the complete policy.

ID CARDS: Every student must have his/her ID card in his/her possession while on campus or attending school functions (such as dances, athletic events or textbook check-out). ID cards are provided free of charge, and pictures are taken in the spring and fall. It is the students' responsibility to make sure that they have their ID picture taken. A student may be asked to show his/her ID card to a staff member at any given time. Failure to properly identify oneself is a violation of school policy and will result in appropriate disciplinary action. Any student new to HHS should see Ms. Saldivar (located in the main office) to obtain an ID card. Duplicate cards will be issued at a cost of \$10.

ITEM DROP-OFFS: Due to a high volume of traffic in the front office, HHS does not accept items, including lunches and money. Please arrange for your students to come prepared for school. Please do not drop-off items through the gates.

For the health and safety of our students, HHS does not accept lunch deliveries through the office or the gates (Including but not limited to: Parent deliveries, Uber Eats, Doordash, and other delivery services).

NON- DISCRIMINATION POLICY: It is important for everyone to understand that no person on this campus should be the subject of discrimination because of race, color, culture, religion, gender, ethnicity, or disability. Any student or staff member who believes that anyone has subjected him or her to an act of discrimination should immediately report any such incident to a school counselor or administrator

PARKING: Students are not to park in the front parking lot on Bard Street. Students may park in the "C" Street parking lot. Parking in the "F" Street and Bard Road lots is reserved for faculty and staff only. Students observed driving in an unsafe manner will lose the privilege of parking in school parking lots. Hueneme High School and Oxnard Union High School District assume no responsibility for liability due to damage or theft.

WEAPONS: No weapons, look-alike weapons, or dangerous objects are allowed on campus. Any weapons or dangerous objects such as (firearm, BB gun, pellet gun, soft air gun, knife, pepper spray, or other dangerous objects or materials) carried on campus or to a school-sponsored event will result in arrest and recommendation for expulsion. Random metal detector searches will be conducted daily.

SEARCH / METAL DETECTION: (BP 5145.12) All students have the right to a school environment which is safe, secure and fit for learning. To assure that our campus provides a safe educational setting, student privacy interests must be balanced with the school interests in providing a safe learning environment. Therefore, when there is **reasonable suspicion** that a student has violated or is violating either the law or a school rule, the Principal or designees may search an individual (pat down), his or her personal property, locker, and vehicle. In addition, metal detectors are used on a random basis to search for weapons. Classrooms and students are randomly selected and searched.

SCHOOL DANCES:

The following regulations will be in effect at all Hueneme High School dances:

- All Hueneme High School students attending the dance must present a current Hueneme High School ID card. Guests must have a guest pass, be age 20 and under, and present a photo ID. Anyone who comes to the dance without proper identification will not be admitted.
- Doors will close one hour before the end of the dance. No latecomers will be admitted after that time. No exceptions.
- All persons attending the dance must be dressed appropriately at all times.
- Students who fight, are in possession of or under the influence of alcohol or drugs, or fail to follow directions of staff and chaperones will be removed from the dances and suspended. Parents will be called to pick them up. If the parent cannot be reached, the student will be turned over to the Oxnard Police Department.
- Any student removed from the dance for disciplinary reasons or any other form of disrespectful or inappropriate behavior will not be admitted to school activities for the remainder of the year.
- Anyone leaving the dance will not be readmitted. No exceptions.
- No inappropriate dancing will be tolerated. Students who choose to dance inappropriately will be given only one warning; subsequently, they will be removed from the dance without refund and may not be permitted to attend dances for the remainder of the school year.

TEXTBOOKS: In accordance with the Williams Act, all students will be issued textbooks regardless of outstanding fines owed. It is the responsibility of the student to return their books at the end of the course in as good a condition as possible. Textbooks left out on campus may result in detention. Students who have lost or damaged textbooks and owe the school money will not be allowed to participate in any extra-curricular activities until the debt has been resolved with the school textbook room: Students will not be allowed to participate in athletic practices or games, ASB, attend school dances, field trips, student clubs, and senior activities such as commencement, Grad Night and receiving of transcripts.

STUDENT CONDUCT

- Skateboards, bicycles, skates, etc., are NOT allowed on campus. They are to be locked in their designated areas. Skateboards ridden on campus will be confiscated and returned ONLY to parents/guardians.
- Students that interfere with school officials dealing with campus issues will be subject to suspension, expulsion, and may be arrested.
- "Birthday Celebrations" are NOT allowed on campus. Breaking eggs on a student's head, pouring any liquid substance on a student, throwing or smearing cake on a student, etc., is strictly prohibited. Students participating in such activity are subject to disciplinary action (possible suspension). Students receiving flowers/balloons as gifts must leave them in the main office.
- Students are not allowed on or near the grounds of other schools, unless participating in a school sponsored event.
- Inappropriate public displays of affection are not allowed on campus.

VANDALISM: Possession of any vandalism tool is strictly prohibited, i.e., spray paint cans, large felt markers, "Sharpie" markers, grease streak markers, shoe polish, etc. Students found in possession of such items are subject to disciplinary action (possible suspension).

WORK PERMITS: Students must maintain a 2.0 GPA in order to obtain a valid work permit. Work permit eligibility pertains to work permits issued for the months of September through May. Work permits for the months of June, July and August will be issued upon request and will not be contingent upon a 2.0 GPA. Work permit applications may be picked up in the College and Career Center.

CELLULAR PHONE POLICY: Please refer to the OUHSD Parent & Student Handbook.

DRESS & GROOMING STANDARDS


Appropriate Dress and Grooming OUHSD Board Policy 5132: The Governing Board firmly believes that appropriate dress and grooming contribute to a productive learning environment at each of the school's campuses. Trustees expect students to wear clothing that is suitable for school activities in which they participate. Clothing must not present a health or safety hazard nor a distraction which would interfere with the educational process. A list of dress apparel shall be developed by school site administration, parents, and students in cooperation with the local law enforcement agency. The list shall be published in order to set a standard upon which those who enforce the policy and those who must abide by it may make an objective judgment about that which is prohibited. Students who violate these standards shall be subject to appropriate disciplinary action that may include suspension and/or expulsion. It is not the intent of the Governing Board to suppress free speech nor freedom of expression, but to take action designed to strengthen the safety of the campuses in order to promote greater student achievement. Students cannot learn nor can staff work or teach in an atmosphere of fear.

DRESS CODE



The primary responsibility for a student's attire resides with the student and their parents or guardians. Student attire must not contribute to a hostile or intimidating atmosphere for any student. Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

Students Must Wear:*

- Shirt 
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (i.e. athletics)
- High-school courses that include attire as part of the curriculum (for example, NJROTC, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls' bodies or promoting culturally-specific attire

Students May Wear:

- Hueneme-approved colored hats (plain red or white)  
- Religious headwear
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face and ears to be visible to the staff
- Fitted pants, including leggings, yoga pants, and "skinny jeans"
- Midriff-baring shirts
- Tube tops, so long as there is coverage with a strap underneath
- Pajamas that abide by the same dress code guidelines
- Ripped jeans, as long as underwear is not exposed
- Tank tops, including spaghetti straps, and halter tops
- Athletic outerwear attire
- Visible waistbands or straps on undergarments worn under other clothing are not a violation.

Students Cannot Wear:

- Violent language or images
- Images or language depicting drugs, cigarettes, or alcohol (or reference to any illegal item, brand, or activity) or the use of the same (ex: Cookies, Henningthing)



- Hate speech, profanity, pornography
- Images or language that create a hostile or intimidating environment based on any protected class
- Underwear (Innerwear such as bras/bralettes cannot be outerwear)
- Tube Tops
- Bathing suits (outside of athletic practice and competition)
- Helmets or headgear that obscures the face (except as a religious observance or as a medical necessity)
- Ski masks/ balaclavas/ bandanas
- Clothing, including hats and headwear, with commercial or professional sports teams or use of their logos



ATTENDANCE

Top 10 Frequently Asked Questions

To help you understand our attendance policies and procedures, please see below for answers to some of the most frequently asked questions about attendance and use this as a reference throughout the year.

1. What do I do if my child is absent from school?

Please call the HHS Attendance Tech at (805) 385-2677 to leave a message with your child's name and ID number, date and reason for the absence, and your name as the parent/guardian. Or you may send a note to the office with the same information with your child. By State Law and Board Policy, you must verify each absence within 72 hours of the absence. If you take your child to the Doctors, Dentist, Therapist, or Counseling please ask them for a note for the school to clear the absence. After 72 hours, unverified absences are considered unexcused. These messages are logged on the Hotline computer and used to code absences properly. All notes received are stored in your student's attendance folder. Please do not leave messages on any other phone line or leave notes in any other location on campus. You can monitor your child's attendance on ParentVUE.

2. What is considered an Excused Absence?

By law [EC 48205], valid or excused absences are: illness, medical/dental appointments, funerals, specific religious activities, court orders, quarantines, and limited visits with immediate family members called to or returning from military combat duty.

3. How many Excused Absences can my child have in one year?

The average number of days missed due to illness is 3 per school year. After reaching 14 days of excused absences, all future absences due to illness must be verified by a physician for each day of absence. As an alternative, a student may have an illness verified by visiting our school nurse. You will receive an Excessive Excused Absence Notification in the mail after 8 excused absences (30 minutes or more of any day). You will receive a second Excessive Excused Absence Notification in the mail after 12 excused absences. At that point, you will be asked to contact our Attendance Advisor to discuss ways to improve your child's attendance. These letters are automatically generated approximately every 2 weeks.

4. What if my child's absences do not fall under any of the Excused Absence categories?

State law [EC 48260-48273] is very specific about these types of absences. A student who is absent without one of the specific valid excuses will be marked "unexcused" for the day. These types of absences are also called "truancies."

5. Doesn't "truancy" mean skipping or ditching school?

Why would my child be considered "truant" if I called in his or her absences? By law [EC 48260-48273], any pupil who misses 30 minutes or more of three or more school days without a valid excuse, whether it's one period each day or three whole days, is considered truant.

6. What about coming in late or leaving early for an appointment?

Compulsory Education Law requires that students attend FULL days every day, so coming in more than 30 minutes late or leaving more than 30 minutes early without a valid excuse is also considered truancy. Make sure that you send your student to school on the day of an appointment with a note to excuse the absence and to get a pass to class or a pass to be excused from class at the right time.

7. What happens when students have more than 3 unexcused absences?

Letters are automatically generated approximately every 2 weeks alerting you to this. You will receive a “First Notification of Truancy” after your child’s third unexcused absence of 30 minutes or more of a school day. You will receive a “Second Notification of Truancy” after your child’s fifth unexcused absence of 30 minutes or more of a school day. At that point, you will be asked to schedule a conference with our Attendance Advisor at (805) 385-5942 to discuss how to improve your child’s attendance. If your child’s attendance doesn’t improve after the conference, you will receive a “Third Notification of Truancy” after your child’s tenth unexcused absence of 30 minutes or more of a school day and may be scheduled for a School Attendance Review Board (SARB) meeting, where a team SARB members from the community, including the District Attorney, and Probation will review your child’s attendance record and situation and provide further intervention or possibly even issue penalties in order to improve his or her attendance.

8. What can I do if my child has a chronic illness that prevents him or her from being at school regularly?

OUHSD offers alternative educational options for students with special circumstances that have been verified by a physician. Please contact your student’s counselor if you are in this situation.

9. What if my child needs to be out of school for an extended period of time?

If your child must go out of town for 5 or more days, you may request that your child be signed up for an Independent Study Agreement by his or her counselor. Please note that teachers will need at least two weeks in advance to prepare materials.

10. Why is attendance such a big issue?

Attendance is vital to a student’s success in school, and it is a key predictor of dropouts, job sustainability, and criminal activity. In addition, the primary funding source for school in California is Average Daily Attendance (ADA). The State of California funds schools by attendance, not enrollment, and, since 1998, schools have not received funding for days that students are absent, even if the absence is excused.

*Thank you for taking the time to understand our attendance policies
and for your ongoing support.*

ATHLETICS

COACHES CONTACT INFO

Fall Season August – November		
Sport	Coach	Email
Cheer	Sonia Lopez	Sonialowpez@yahoo.com
Boys Cross Country	Douglas Petree	Douglas.Petree@oxnardunion.org
Girls Cross Country	Pablo Gallegos	Pablo.Gallegos@oxnardunion.org
Girls Golf	Joel Mills	Joel.Mills@oxnardunion.org
Girls Tennis	Walter Moody	Walter.Moody@oxnardunion.org
Football	Alexander Morfin	Alexander.Morfin@oxnardunion.org
Girls Volleyball	Robert Sierra	Robert.Sierra@oxnardunion.org
Boys Water Polo	Kyle Ripley	Kyle.Ripley@oxnardunion.org
Girls Flag Football	Raul Rivera	Raul.Rivera@oxnardunion.org

Winter Season: November – February		
Sport	Coach	Email
Boys Basketball	Brandon Banales	Brandon.Banales@oxnardunion.org
Girls Basketball	Joy Herzog	Joy.Herzog@oxnardunion.org
Boys Soccer	David Nava	Gk.dn19@yahoo.com
Girls Soccer	Francisco Salazar	Francisco.Salazar@oxnardunion.org
Girls Water Polo	Kyle Ripley	Kyle.Ripley@oxnardunion.org
Boys Wrestling	Ralph Ramirez	Ramirez17us@yahoo.com
Girls Wrestling	Raul Rivera	Raul.Rivera@oxnardunion.org

Spring Season February – May		
Sport	Coach	Email
Baseball	Manuel Lara	Manuel.Lara@oxnardunion.org
Boys Golf	TBD	TBD
Softball	Jesus Hernandez	Jhernandez@gctd.org
Boys Swim	Kyle Ripley	Kyle.Ripley@oxnardunion.org
Girls Swim	Cori Rafaelli	Cori.Rafaelli@oxnardunion.org
Boys Tennis	Walter Moody	Walter.Moody@oxnardunion.org
Boys Track	Douglas Petree	Douglas.Petree@oxnardunion.org
Girls Track	Pablo Gallegos	Pablo.Gallegos@oxnardunion.org
Boys Volleyball	William Peni	William.Peni@oxnardunion.org
Girls Beach Volleyball	Bradley Gibbs	Bradley.Gibbs@oxnardunion.org

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

You can make a difference in the governance of your school by participating on the English Learner Advisory Committee (ELAC)

English Learner Advisory Committee (ELAC)

A school-level committee composed of parents, staff, and community members designated to advise school officials and School Site Council (SSC) on programs and services for English Learners.

Requirement

Each California public school with 21 or more English learners regardless of language must form a functioning ELAC in accordance with Section 52176 and 62002.5 of the Education Code. The purpose of ELAC is to advise the principal and the staff on programs and services for English learners.

Composition

ELAC should be predominantly made up of parents of English learners and, as a minimum, the Committee should reflect the percentage of English learners at the school. There is no minimum size for the Committee.

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

To learn more about your site committee, contact:

Cristina Magallanes at (805) 278-3104 or cristina.magallanes@oxnardunion.org

Date	Location	Date	Location
Oct. 21, 2025	HHS Library	March 24, 2026	HHS Library
Nov. 18, 2025	HHS Library	April 21, 2026	HHS Library
Jan. 13, 2026	HHS Library	May 12, 2026	HHS Library

SCHOOL SITE COUNCIL (SSC)

You can make a difference in the governance of your school by participating on the School Site Council (SSC)

School Site Council (SSC)

A school-level council composed of parents, students, teachers, and school staff that works together to develop, review, and evaluate the School Plan for Student Achievement (SPSA). The SSC helps make decisions about how state and federal funds are used to support students' academic success.

Requirement

Each California public school receiving state or federal funds must establish a functioning SSC in accordance with the California Education Code. The SSC is responsible for ensuring that funds are used to support the academic needs of all students.

Composition

The SSC must be composed of equal numbers of school staff and parents/community members. In secondary schools, students must also be represented. Members are elected by their peers (e.g., parents vote for parent reps, teachers vote for teacher reps).

Responsibilities

The SSC shall be responsible for the following tasks:

- Develop and approve the School Plan for Student Achievement (SPSA)
- Monitor the effectiveness of programs and budget expenditures
- Collaborate with the school leadership team to identify goals and strategies
- Participate in data analysis and decision-making related to student outcomes
- Represent the voices of all stakeholders in school governance

To learn more about your site committee, contact:

Cristina Magallanes at (805) 278-3104 or cristina.magallanes@oxnardunion.org

Date	Location	Date	Location
TBD	HHS Library	TBD	HHS Library
TBD	HHS Library	TBD	HHS Library
TBD	HHS Library	TBD	HHS Library



HUENEME HIGH SCHOOL HOME AND SCHOOL COMPACT

Student Name: _____

The goal of high school is to develop each student's potential for the intellectual, physical, and emotional growth that will prepare him or her for success in college, career, and life.

Parent/Guardian Agreement:

I want to see my child succeed; therefore, I will do the following:

- Make sure that my child is at school and on time every day. Exhibits good behavior, is respectful.
- Set high expectations for my child and discuss them regularly (high school graduation, college, etc.)
- Send my child to school dressed according to the school dress code.
- Hold my child accountable for his/her work and behavior.
- Attend all my child's conferences during the school year (such as Parent/Teacher conferences, and meetings with counselors, etc.).
- Review my child's daily homework assignments and ensure the availability of time, place and materials for successful homework completion.
- Communicate with my child's principal, teachers and all school personnel; and be involved in his/her education.
- Provide school supplies for my child to use at school and at home.
- Help my child make healthy choices (for example: help select his/her friends, less television and video games, enjoy more exercise, eat healthier foods and sleep a minimum eight hours nightly.)

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Agreement:

It is important that I work to the best of my ability; therefore, I will strive to do the following:

- Come to school on time, every day, with my school supplies, ready to learn.
- Set high expectations for myself (good grades, graduate from high school, attend college, etc.)
- Follow the Hueneme High School campus and classroom rules, behavior expectations, and dress code.
- Review, complete, and return my homework assignments on time.
- Be responsible with school property and learning materials.
- Make healthy choices (for example: select good friends, watch less television and video games, enjoy more exercise, healthy foods, go to bed early, and sleep a minimum of eight hours nightly.)
- Make good decisions, go to tutoring and ask for help when needed.

Student Signature: _____ Date: _____

Teacher Agreement:

It is important that students achieve; therefore, I will strive to do the following:

- Set high expectations to encourage student achievement and believe all students can learn.
- Promote an environment that recognizes student achievement and character development.
- Send home regular progress reports.
- Analyze data to drive my instruction and share results with students and parents.
- Provide strategies to parents so they can assist their children with schoolwork.
- Communicate regularly with parents.
- Maintain a positive school environment for parent/families, students and staff.
- Participate in Professional Development opportunities to improve my classroom practices in keeping with current pedagogical research.

Second Period Teacher Signature: _____ Date: _____

Principal Agreement:

I want to see all students meet or exceed grade level standards and live successful lives; therefore, I will strive to do the following:

- Work to create a safe, clean, kind, and compassionate school atmosphere where all students can thrive and learn.
- Encourage all students to work hard, do their best, graduate from high school, and attend college or trade/vocational schools, etc.
- Promote an environment that recognizes student achievement and character development.
- Help students become responsible citizens of our school community and follow all school and classroom rules.
- Work to build home-school partnerships that improve student achievement.
- Provide opportunities for all stakeholders (students, parents, teachers, school and district personnel, and community members) to be involved in the planning and implementation of the Single Plan for Student Achievement.
- Ensure that student concerns related to attendance, behavior, and/or academic success are communicated in the parent's and student's native language.
- Communicate regularly with parents/guardians through newsletters, flyers, and parent meetings.
- Work with parents and the school leadership team to develop a comprehensive parent education calendar.
- Participate in Professional Development opportunities to improve my leadership skills in keeping with a variety of current research.

Principal Signature: _____ Date: _____



OXNARD UNION HIGH SCHOOL DISTRICT

Hueneme High School Parent Engagement Policy

Hueneme High School has developed together with parents of participating students a standard contract of parent engagement policy with parents input, which indicates that parents, school personnel and students will share *the responsibility for improving student academic performance*. Also work to increase parental involvement and develop a partnership to help students achieve mastery of the California Standards. The contract covers the following points and the parents must agree to comply with the student academic requirements with responsibility and participation in school involvement as parents. Article 1118: c – f. *[Parental Involvement, 20 USC 6318(a)-(f)]*

Parent Engagement High School Hueneme School performs the following legal requirements the way described below:

1. HHS Convenes an annual meeting of English Learners (ELL) and other of Title 1 to inform parents of participating students about the requirements and their rights to be involved. (20 USC 6318[c][1])
 - a. One annual meeting of English Learners (ELL) and other of Title 1
2. HHS offer throughout the year a various meeting to inform all parents about the services and programs available in school and their rights to be involved. 6318[c][2]) (20 USC
 - a. Meetings: SSC, ELAC, ELL, Title 1 Migrant Education Program etc. Workshops: **Student Success:** (Teach about A-G requirements and graduation)
 - b. **Project Parent:** (improve attendance and academic performance of their children, reduce family conflicts and improve the communication at home, identify the use of drugs, alcohol, and gang affiliation) **Padres Juntos Promoviendo la Educación:** (Teach parents how the school system works and the importance of being informed and active) **ParentVue:** (On-line information system to view student grades and attendance) **Parent Square:** (On-line information system through which the school and district communicate with families about events, updates from our school, and workshops for parents and students)
3. The school Involves all parents of students participating in an organized manner, consistent and timely planning, to review the improvement of all school programs and the parental involvement policy (20 USC 6318[c][3])
 - a. Providing parent meetings in their language, at an affordable schedule according to their needs.
 - b. Offering workshops for parents in their language, at an affordable schedule according to their needs.
4. The school provides parents of participating students with timely information regarding all educational programs and services available. (20 USC 6318[c][4][A])
 - a. Through Parent Square, telephone, by mail, by e-mail, through pamphlets, verbal invitation in meetings, with their students.
5. The school provides parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to achieve. (20 USC 6318[c][4][B])
 - a. Through conferences with counselors and teachers (in the native language of the parent)
 - b. Parents groups meetings with the administration, counselors and teachers.
6. The school provides parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. (20 USC 6318[c][4][C])
 - a. With your child's teachers, counselor (a) or administration if parents request it.
 - b. (SPRIGEO) Bullying On-line student support system.
7. Parents have the responsibility to support the academic achievement of their students by:
 - a. Attending all school meetings, conferences and educational workshops also become more involved in school
8. The importance of ongoing communication between parents and teachers through conferences, regularly student progress reports, access to staff, opportunities parent volunteer, participate and observe the educational program, it is essential to the academic success of the student. (20 USC 6318[d][2])

**It may be helpful to include the policy review in the annual review of the Single Plan for Student Achievement. **The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318(c)(3)]*



THE HARBOR WELLNESS CENTER

The Harbor Wellness Center is a safe space for all students.

They are able to:

- Speak with a Student Wellness Specialist
- Find mental health information and resources
- Have a quiet space to relax and de-stress
- Attend workshops/Lunch Activities

We are here to support students' mental health and overall well-being.

Our services

- One-on-one appointments
- Group Sessions
- Lunch Activities
- Presentations/Workshops
- Referrals

Walk-in hours R

- Before School
- Nutrition
- Lunch
- After School

By appointment

- During school hours

Meet Our Team



Aldo Campos
Student Wellness Specialist



Maria Sandoval
Student Wellness Specialist



Brianna Infante
Wellness Center Technician



Dear Students, Parents, and Families,

Welcome to Oxnard Union High School District!

Our more than 15,000 students in Oxnard Union High School District are the reason our 1,700 faculty and staff work together to create prosperity in our communities through school environments that promote equity, inquiry, and wellness for our students throughout their journey to becoming college ready and career prepared.

Student success begins with ensuring that each student knows their true capacity and believes in their own gifts, talents, and abilities. It is also critical that our schools understand, value, and access the experiences, knowledge, and talent our students bring with them from their families and communities.

Thank you for the opportunity to serve as your Superintendent. I am grateful to work alongside a talented team of professionals that go all out to serve the students, parents, and families of Oxnard Union High School District.

Respectfully, Tom

Dr. Tom McCoy
Superintendent
Oxnard Union High School District

Estimados estudiantes, padres, tutores y familias,

¡Bienvenidos a Oxnard Union High School District!

Nuestros más de 15,000 estudiantes en el Oxnard Union High School District son la razón por la que nuestros 1,700 profesores y personal trabajan juntos para crear prosperidad en nuestras comunidades a través de ambientes escolares que promueven la equidad, la investigación y el bienestar de nuestros estudiantes a lo largo de su camino hacia la preparación universitaria y profesional.

El éxito de los estudiantes comienza con cada estudiante conozca su verdadera capacidad y crea en sus propios dones, talentos y habilidades. También es fundamental que nuestras escuelas entiendan, valoren y accedan a las experiencias, el conocimiento y el talento que nuestros estudiantes traen consigo de sus familias y comunidades.

¡Juntos lo lograremos!

Gracias por la oportunidad de servir como Superintendente. Estoy agradecido de trabajar junto con talentosos profesionales que hacen todo lo posible para servir a los estudiantes, padres, tutores y las familias de Oxnard Union High School District.

Respetuosamente, Tom

Dr. Tom McCoy
Superintendente
Oxnard Union High School District

Things you Must Know about ParentVUE & Student VUE



Access the full tutorials on our website:
oxnardunion.org/parentvue-resources

Then Download the App



Apple



Android



Things you Must Know about ParentSquare



Access the full tutorials on our website:
www.oxnardunion.org/parentsquare

Then Download the App



Apple



Android



ParentVUE
powered by Synergy

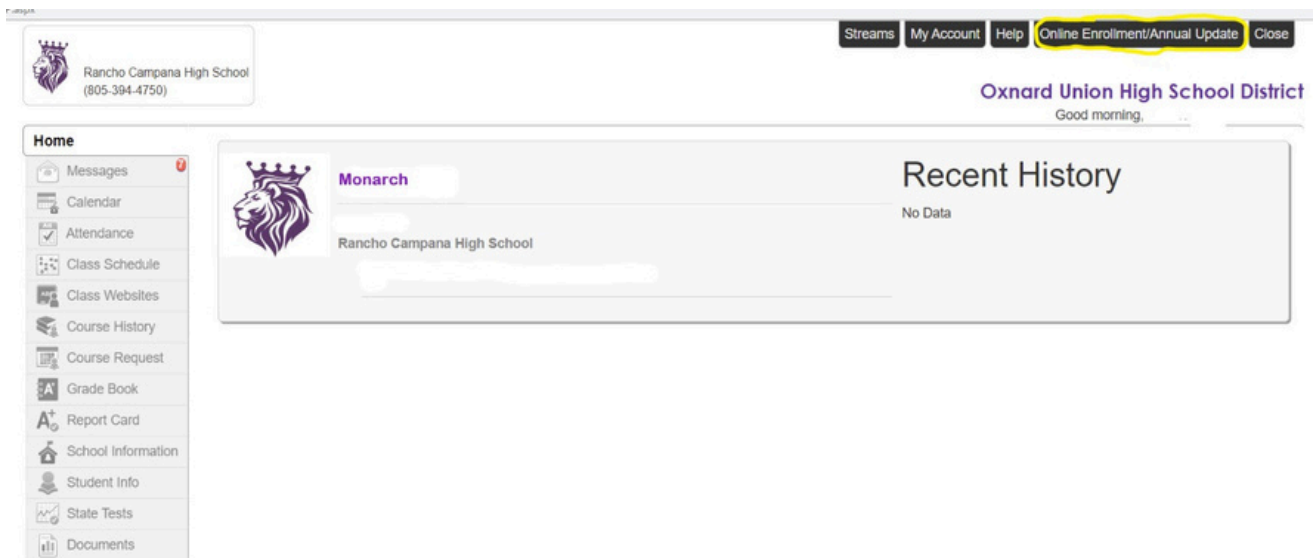


ParentSquare

Overview: The Synergy ParentVUE portal gives parents/guardians web and mobile access to grades, assignments, and more. Listed below are the features of this app.	Overview: ParentSquare is a safe and secure platform for all school-to-home communications. Listed below are the features of this app.
Grades - parents can check student performance	Participate in group conversations
View Transcripts	Send/receive private messages with teachers/staff
Check student schedules for course titles, rooms, and teachers	District and school wide alerts and notices
Register your student online	View posts, appreciate and comment
See attendance and immunizations	Sign up for wish list items, volunteer and RSVP your sign ups
Opt to get email notifications about school events, attendance, or when a grade is below a specified level.	Check dates for upcoming school and class events and add them to your device calendar

COMPLETE YOUR ANNUAL UPDATE TODAY!

- Log into your ParentVue account
 - By visiting this url address: <https://www.oxnardunion.org/parents/annual-update>
- On the upper right-hand corner, you will select the option Online Enrollment/Annual Update (see picture below)



- On the drop down box, select Annual Update
- Start updating any information that has changed (home address, phone numbers, emergency contact list, etc.)
- Review all the information and scroll ALL the way down
- Select the box that you have reviewed the application

Tech Policy

Unplug and Unlock Your Potential



In alignment with the Phone-Free Schools Act (AB 3216) and Education Codes 48901.5 and 48901.7, the Oxnard Union High School District is adopting **Board Policy 5131.8** to minimize distractions and promote a more focused, engaging learning environment for all students.

What's Changing?

To support student success, all personal electronic devices including **cell phones, earbuds, smartwatches, and other electronics** must be on silent and out of sight during *instructional time*. Classrooms are now **No-Scroll Zones**, designed to keep students engaged and present.

When are devices allowed?

Devices may only be used during designated breaks (nutrition/lunch), in emergencies, or with prior approval for medical or translation needs (with documentation provided to school administration).

Implementation:

- Teachers will review the policy at the start of the year and after each break
- Signage and reminders will be posted across campuses
- Inappropriate use may result in confiscation and return only to a parent/guardian
- A progressive discipline policy will be enforced

Let's work together to create distraction-free schools where students can unlock their full potential.

For full policy details, visit your school website or contact your site administrator.

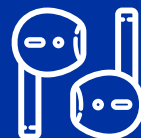
NO-SCROLL ZONE



Cell Phone



Apple Watch



Headphones

GUIDELINES FOR DISTRICT NOTIFICATIONS AND COMMUNICATION WITH FAMILIES

Low - Impact

Minimal or no threat to student safety. Regular school activities continue with no significant disruption, and the incident is isolated to a small group.

- **Example:** A minor altercation or classroom disturbance.
- **Notification:** Only parents of the involved student(s) will be notified.

Moderate - Impact

Some risk or disruption to school activities, but no immediate threat to student safety. School schedules or events may be altered temporarily.

- **Example:** If there is police activity in the neighborhood that prompts school officials to bring students inside for safety reasons.
- **Notification:** Parents will be notified by the end of the school day via ParentSquare.

High - Impact

Significant threat to student safety, resulting in major disruptions such as evacuations, school closures, or widespread changes to normal operations.

- **Example:** A gas leak that requires the evacuation and closure of the school.
- **Notification:** Immediate communication through ParentSquare messaging (text message and email), phone call, and website posting. If the situation is of public concern, updates may also be shared via social media or press releases.

Families can expect to receive communications from OUHSD under the following circumstances:

- There is a potential risk or threat to the safety and security of students or staff.
- Their child may be affected by an incident in the classroom, school, on the bus, or in the surrounding area.
- A change in normal operations will impact families, especially in relation to bus pick-up, drop-off, or dismissal times.

COMMUNICATING DURING AN EMERGENCY

WHAT YOU NEED TO KNOW

How will I be notified if there is an emergency?

Parents/guardians will immediately receive an urgent alert via ParentSquare from either the school or the district. The alert will be sent through text message, phone call, and email to all listed contacts.

How can parents stay informed?

Parents/guardians are encouraged to update their contact information with the school to ensure they receive timely notifications. Make sure your preferred language is set on ParentSquare. Follow the school district's official social media channels and website for updates.

What do I do during an emergency?

During an emergency, parents/guardians should not call the school, as phone lines need to remain open for emergency communications. The most important thing is to stay calm and follow the instructions provided by school officials or first responders. Specific instructions will vary depending on the nature of the emergency.

Can I pick up my student?

Parents/guardians should not immediately drive to the school during an emergency, as access may be restricted to emergency personnel only. School staff are trained in emergency response protocols and will be focused on keeping your child safe and secure based on the specific situation. The district will provide timely and accurate instructions, including when and where to pick up your child, and will notify you of the designated student release site once that information becomes available.



At Oxnard Union, student safety is our top priority. That's why we've partnered with WeTip, an anonymous and confidential reporting system where students, families, and community members can share concerns about bullying, threats, or suspicious activity.

When you speak up through WeTip, you help create a safer and more supportive school environment for everyone. Remember: if you see or hear something, say something—because safety is a shared responsibility.

To learn more about WeTip and how to make a report, watch the videos below. You can also call 1-800-78-CRIME or visit oxnardunion.org/wetip.

844 805 2580



OUHSD STUDENT CHROMEBOOK PROCEDURES



STEP 1

SIGNING IN TO YOUR CHROMEBOOK

Username

Type in your username (this will be given to you by a staff member)
ex. tstudent1

Temp Password

8 digit Birthday (MMDDYYYY)

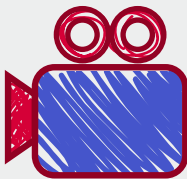
You will be prompted to create a new password



STEP 2

STUDENTVUE

Go to: www.oxnardunion.org
Click on "Students"
Click on "StudentVue"
Click on login with Google and follow the instructions



STEP 3

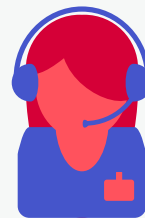
WATCH CROMEBOOK CARE VIDEO

Go to:

<https://www.oxnardunion.org>

Click on "Students"

Please watch the video to learn the proper care and use of your new Chromebook.



STEP 4

STUDENT HELPDESK

Go to:

<https://oxnardunion.org/ticket>

to submit a ticket if you are experiencing any issues with your Chromebook.

STEP 5

Open the Chrome icon located at the bottom of your Chromebook screen. Click the Gmail link in the upper right hand corner of your screen to access your student email account.



STEP 6

Please open the Canvas icon on your Chromebook. Your account may take a moment to sign in for the first time.





OXNARD UNION
HIGH SCHOOL DISTRICT

Powered by  **AKKO**

2025-2026

Device Insurance Plans

Oxnard Union High School District has partnered with AKKO to provide comprehensive insurance coverage for all school-issued devices entrusted to students.

Oxnard Union High
School District



 Unlimited Claims

 Accidental Damage

 Cracked Screens

 Liquid Damage

 Theft

Device Type	1 Year Rate	2 Year Rate	3 Year Rate	4 Year Rate	Service Fee	Coverage Details
Acer Chromebook	\$33	\$64.68 <i>Save 2%</i>	\$96.03 <i>Save 3%</i>	\$125.40 <i>Save 5%</i>	\$0 <i>Unlimited Claims</i>	Accidental damage, cracked screens, liquid damage, spills, theft
Dell	\$55	\$107.80 <i>Save 2%</i>	\$160.05 <i>Save 3%</i>	\$209.00 <i>Save 5%</i>	\$0 <i>Unlimited Claims</i>	Accidental damage, cracked screens, liquid damage, spills, theft

Policy Term: 7/1/24 6/30/25



Visit akko.link/oxnard to learn more!

Help Your Teen Stay on Track in High School and Fight Chronic Absenteeism



Oxnard Union is aiming to improve our attendance rate by 1%. Our current rate is 89%, and this year we're working toward reaching 90%.

What is Chronic Absenteeism?

Chronic absenteeism means your child is missing too much school whether the absences are excused or not. It's defined as missing 10% of the school year, which is about 18 days. That's just 2 days a month!

Why it matters:

Students who miss that much school often fall behind in reading, writing, and math compared to their classmates

What can be done at home to improve attendance?

Attendance is a student and parent/guardian responsibility. Let your student know:

- You think attendance is important.
- You are interested in their school activities.
- You want them to do well in school.
- Arriving at school on time and reporting to class when dropped off is expected.
- Ask to see your student's school work and have them explain to you what the assignment was about.
- Attend Back to School, Open House and other functions.
- Maintain lines of communication open with your student, teachers, administrators and the school attendance office.
- Avoid scheduling vacations and doctor appointments during school hours

Communicate with the school:

- Contact your teen's teachers and let them know how to reach you.
- Request a schedule of classes and log in information for your student.
- Ask for help from school officials, after-school program providers, other parents or community agencies if you're having trouble getting online or need help with food, housing or some other challenge.
- Know the school's attendance policy and the consequences for absences.
- Check on your teen's attendance to make sure they are attending all of their classes.

EDUCATIONAL PARTNERS



2025 - 2026

ALL PARTNERS LCAP KICKOFF

September 24, 2025
5:30 to 6:30
Location: TBD

LCAP PARENT ADVISORY COMMITTEE

November 12, 2025
5:30 to 6:30
Location: TBD

February 11, 2026*
5:30 to 6:30
Location: TBD

ALL PARTNERS LCAP REVIEW

April 29, 2026*
5:30 to 6:30
Location: TBD

ASIAN FILIPINO PACIFIC ISLANDER ADVISORY COMMITTEE

Virtual Meetings
5:30 to 6:30

October 8, 2025
January 7, 2026*
April 1, 2026*

BLACK AFRICAN AMERICAN EDUCATIONAL ADVISORY COMMITTEE

Virtual Meetings
5:30 to 6:30

October 22, 2025
January 28, 2026*
April 15, 2026*

INCLUSIVITY TASKFORCE

Virtual Meetings
5:30 to 6:30

October 29, 2025
February 4, 2026*
April 22, 2026*

WELLNESS COMMITTEE

In-person Meetings
1:30 to 3:00

October 7, 2025
Adolfo Camarillo HS

December 2, 2025
Channel Islands HS

February 3, 2026
Rio Mesa HS

April 24, 2026
Rancho Campana HS

SPECIAL EDUCATION DISTRICT ADVISORY COUNCIL

Virtual Meetings
6:00 to 7:30

January 15, 2026
March 12, 2026

For more information, contact
Darlene Garcia at
darlene.garcia@oxnardunion.org

DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE

In-person Meetings
6:00 to 7:30
District Office Board Room

September 24, 2025
October 22, 2025
December 10, 2025
January 21, 2026*
February 25, 2026*
March 25, 2026*
April 22, 2026*
May 20, 2026*

For more information, contact
Amelia Veronica at
amelia.veronica@oxnardunion.org



For more information, contact:
Michele Ortiguerra
Director of Wellness & Inclusion
michele.ortiguerra@oxnardunion.org

* Subject to change
due to Board meetings

Scan the QR code to learn more!





Dear OUHSD families, welcome to the 2025-2026 School Year!

July 2025

I am excited and looking forward to having our schools filled with students and families. My name is Shannon Scott, I am the Director of State and Federal Programs. You are receiving this newsletter because your school qualifies for Title 1 funds. OUHSD Title 1 schools are Channel Islands, Del Sol, Hueneme, Oxnard, Pacifica, Rio Mesa, Condor, Frontier and Oxnard Middle College High School. A Title 1 school is a school that receives money from the oldest federally funded program in the United States. The purpose for this fund is to support effective, evidence-based educational strategies to help students who are struggling academically meet state academic standards. Your part as a parent or guardian is crucial for the creation of services, activities, and programs in order to help students. No program is as crucial to your student's success as the involvement and support of a parent/guardian.

I am excited about the new school year because it means new starts and continued learning. It is an opportunity for personal growth and the continued development of your teenager. Every day is a new beginning, not just the first day of school. **The first day of school is Wednesday, August 13.**

Here are some ways you can support your student:

- Remind your student that goals are made daily, not just at the beginning of the new school year.
- Talk to your student about being open to new ideas and opportunities, and for ways to achieve their goals.
- Show consistent interest in what your student is learning in school. Ask: *How are you doing? How is school and classes going?* If there is a problem, help your student solve it if needed.
- Make sure your student is attending school every day and monitor your student's progress through the free app ParentVue. This app is available to Oxnard Union parents/guardians.
- Stay involved, attend Back to School Night, attend athletic and visual or performing arts events, academic recognition nights, be a booster for band or sports, participate in parent trainings and meetings. Check the oxnardunion.org website for news and updates. Tutoring schedules and other helpful resources can be found in the Parent tab.

In our quarterly newsletters you will receive invitations to parent trainings and conferences plus other important and time sensitive information. In this issue you will find:

- Habits of Successful High Schoolers
- Ways Absenteeism Impacts Student Achievement
- Recruiting parents/guardians and students to participate on a governance committee at your site. These committees have the opportunity to create, plan, implement, monitor and evaluate programs, activities and services for students and parents. Enclosed are the interest forms for the School Site Council (SSC) and the English Language Advisory Committee (ELAC).
- Required Title 1 Annual Parental Notifications:
 - Parents' Right to Know Teacher and Paraprofessional Qualifications
 - Know Your Educational Rights
 - Title 1, District Level Parent and Family Engagement Policy

Your school will be sending more information on student preview days. Please contact your school for any site specific questions. **The first day of school is Wednesday, August 13.** I wish you and your student a great start to the school year and if I can be of service, please feel free to contact me.

Dr. Shannon Scott

Director State and Federal Programs

shannon.scott@oxnardunion.org



Title I, Part A Local Educational Agency (LEA) Parent and Family Engagement Policy

Oxnard Union High School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written LEA parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (Every Student Succeeds Act [ESSA] Section 1116[a][2]):

The Oxnard Union High School District (OUHSD) invites and involves parents to participate in the joint development of the Parent and Family Engagement Policy. Parents of Title I students participate in Title I Parent Groups including School Site Councils, district and site English Language Advisory Committees plus other established parent advisory committees. Families provide feedback on district level activities, including program and budget development for categorical programs. The District invites parents to participate in special training to support their understanding of the School Plan for Student Achievement (SPSA). Yearly the policy is jointly reviewed for effectiveness and revisions are made if needed.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

The Oxnard Union High School District (OUHSD) is committed to involving parents and family members in the development of the Local Educational Agency (LEA) Plan and support and improvement plans under ESSA Section 1111(d)(1-2). Recognizing the critical role that parents and families play in the educational success of students, OUHSD implements a variety of strategies to ensure their meaningful participation in these processes.

Input will be sought from parent and family representation from established advisory committees including the District and site English Learner Advisory Committees that include a diverse group representing different socioeconomic, linguistic, and cultural backgrounds. These committees are integral to the development of the LEA Plan and support and improvement plans. Parents and family members are recruited through school announcements, flyers, emails, and personal invitations to ensure broad representation. Selection is based on ensuring diversity and inclusivity. The district will organize stakeholder meetings specifically designed to gather input from parents and family members. During these sessions, participants discuss priorities, provide feedback on proposed plans, and suggest improvements. Trainings are conducted to educate parents and family members about ESSA requirements and the components of the LEA Plan. These interactive sessions allow for discussions and collaborative planning. OUHSD distributes surveys to parents and family members to gather their opinions on current educational practices, identify areas needing improvement, and solicit suggestions for new initiatives. After meetings and workshops, parents are encouraged to complete feedback forms to provide their insights and recommendations. This feedback is carefully reviewed and incorporated into the planning process. Each school has a Site Council that includes parent representatives. These councils review school-level data, discuss improvement strategies, and provide input on how district plans can support their specific needs. To ensure all parents and family members can participate, OUHSD provides materials and communications in multiple languages. Translation services are available during meetings and workshops. The district uses various communication channels, including emails, social media, newsletters, and the district website, to keep parents informed about planning processes and upcoming opportunities for involvement. This collaborative approach fosters a strong partnership between the district, schools, and families, ultimately contributing to the success and well-being of all students.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

The Oxnard Union High School District (OUHSD) is committed to fostering effective parent and family involvement activities to enhance student academic achievement and overall school performance. To achieve this, OUHSD collaborates with a wide range of community and private sector partners, bringing valuable resources and information to families to support learning at home. Our approach addresses the diverse academic, social, and personal needs of both students and their parents/guardians.

To ensure comprehensive support, OUHSD maintains strong partnerships with esteemed institutions and organizations, including Cal State Channel Islands, Oxnard College, the University of California, Santa Barbara (UCSB), Ventura County Programs, the Probation Department, the Oxnard Police Department, the Ventura County Office of Education (VCOE), Building Resilience and Inclusion Through Engagement (BRITE), Parent Academy, and United Way. These collaborations enable us to offer a variety of services for our students and engagement of their families.

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. All school sites facilitate a Welcome Back to School in September. At Back to School Nights the families are informed about the Title 1 requirements and the right to be involved and how they can be involved in the Title 1 Part a Program. Sites will also review California state standards, the assessments that students will take during the year, and strategies for improving their child's success and how to help their child's learning at home. Strategies include setting up online, two-way communication between teachers and families, providing online resources for homework help such as TutorMe, and training for parents/guardians on how to use the resources. The district supports school and district staff with training on communication platforms such as Remind and ParentSq plus technical assistance to the parent/caregiver on how to use ParentVue. ParentVue allows families an online portal which allows the parent/caregiver to monitor their student's academic progress.

Other district and site engagement activities include parent information nights, achievement ceremonies, academic content nights, and other non-academic events. At the central office level there are family conferences on various topics such as 9th Grade Transition, College - Making it Happen, Life After High School, District and Community Resource Fair, plus other events.

Additionally, OUHSD in collaboration and consultation with our Directors for Career Technical Education, Wellness, plus College and Career have the opportunity to work with employers, business leaders, and philanthropic organizations to leverage their expertise in engaging parents and family members in the educational process.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

The Oxnard Union High School District (OUHSD) strategically coordinates and integrates parent and family engagement strategies with various federal, state, and local laws and programs to enhance the effectiveness and coherence of our efforts. This integrated approach ensures that our initiatives are aligned with broader educational policies and leverage available resources for maximum impact

OUHSD integrates parent and family engagement strategies with Title I requirements, ensuring that our initiatives and activities are designed to meet the needs of low-income families. The specific activities and strategies are tailored to support these students. For English Learners (ELs), we align our engagement efforts with Title III, providing parents with resources and support to help their children achieve English language proficiency and meet

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state academic standards. This includes offering translation services, EL-focused workshops, and bilingual communication tools.

Our family engagement strategies are integrated into the LCAP, which guides the district's overall approach to improving student outcomes. This ensures that our parent involvement initiatives are consistent with state goals and priorities.

During our district wide family engagement activities, we emphasize the California state standards and related assessments, providing parents with the knowledge and tools to support their children's learning at home.

OUHSD collaborates with local community organizations such as MICOP, Promotores/Promotoras Foundation, Ventura County Health & Behavioral departments, Oxnard Police Department, and counseling agencies to address the diverse social and personal needs of students and their families. These partnerships help us provide culturally proficient comprehensive support services, including mental health resources and safety programs. Coordination with our local higher educational institutions, Cal State University Channel Islands, Oxnard College, UCSB Ventura College, plus CAFE, Parent Engagement Academy, Future Leaders of America (FLA) and feeder school districts to provide parent education and active engagement opportunities for parents to support their students' college and career plans. Partnering with organizations like Parent Academy and United Way, OUHSD offers programs that address various aspects of family life, from financial literacy to health and wellness.

To facilitate communication between parents and schools, OUHSD supports the use of platforms such as Parent Square, Remind and ParentVue. These tools ensure that parents have real-time access to their children's academic progress and school announcements, fostering greater involvement and accountability.

Recognizing the diverse linguistic needs of our community, we provide bilingual resources and support to ensure that all parents can participate fully in their children's education. This includes translated materials, interpretation services at meetings, and bilingual staff members.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

An annual evaluation of the content and effectiveness of the OUHSD Parent and Family Engagement Policy will be done annually and in consultation with parents/caregivers of Title I students participating in Title I Part A Program, including School Site Councils, district and site English Language Advisory Committees plus other established parent advisory committees. Surveys and feedback from parents and family members will be used to gather input on the effectiveness of the Parent and Family Engagement Policy. The surveys are available in Spanish language to ensure accessibility for the families. OUHSD will also have focus groups and individual interviews with a diverse group of parents and family members to gain insights into their experiences and suggestions for improvement.

The participation rates in parent and family engagement activities will be used to measure the level of involvement and identify any barriers to participation. This information is crucial for tailoring future initiatives to better meet the needs of families.

Recognizing the linguistic diversity of our community, OUHSD will provide bilingual support during the evaluation process, including translated materials and interpreters for focus groups and interviews.

Parents and family members are not only asked for their input but are also kept informed about how their feedback will be used. OUHSD shares the findings from the evaluations and the resulting action plans through meetings, meeting minutes and newsletters.

The evaluation process also informs improvements to parent and family engagement programs and activities. The feedback to develop new initiatives, refine existing ones, and allocate resources effectively.

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To ensure continuous improvement, a process for ongoing monitoring of the policy's implementation and impact will be done throughout the year. These can be check-ins with school site councils, parent advisory committees, and district staff after districtwide sponsored events.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

The Oxnard Union High School District (OUHSD) is dedicated to ensuring that the annual evaluation of the Title I, Part A parent and family engagement policy comprehensively addresses barriers to participation, identifies the needs of parents and family members, and develops effective strategies to support successful school and family interactions.

Identifying Barriers to Participation by using surveys and verbal feedback or other forms from established OUHSD groups with a diverse range of parents, including those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or belong to racial or ethnic minority backgrounds. These tools help us gather detailed information on the specific barriers these parents face in participating in engagement activities.

Barriers identified include parents not feeling welcome at school sites by staff, lack of receiving communication and information from sites in the language they understand. For OUHSD, more than 15% of the families speak Spanish at home, the next largest language group at 2.38% is the Indigenous language mixtec. The lack of parental engagement from other parents in the activities offered at the sites and by the district is a concern expressed by the parent committee. Lastly transportation and child care are also other barriers.

Identifying needs of parents and family members will be addressed throughout the year by communicating with sites and administrators at scheduled meetings and 1 to 1 sessions, written communications and providing training in regard to how to engage parents and make them feel welcome and a valued partner in the educational community.

The families want to receive more information on what educational, social and emotional services are available for their students. Examples provided were college and career options, financial literacy, and tutoring services. Additional educational and emotional support for the immigrant newcomer students in Spanish such as tutoring has been requested. Additionally more frequent monitoring on student achievement progress. Parents want to be alerted of struggling students in real time, not months later. This includes students behind academically, not turning in homework, chronic absences and inappropriate behavior. The feedback was that sites should offer more events and workshops during the evenings and weekends. Meetings and training have been requested on how to use the student chromebooks in order to learn how to use them for Google Meetings. The parents have also asked to have training online and want to know how to use the electronic platforms used at OUHSD in order to receive district communications, reminders and monitor their students.

OUHSD will support families by providing different means of information to them via parent newsletters with important parent articles and tips, parent workshops covering different topics from academics, special education, college & career, and social emotional. District will coordinate family conferences in partnerships with local universities and community colleges. Partner with county programs and counseling agencies to provide parenting and social support. Will also work in collaboration with feeder school districts to provide education and information to families transitioning to the 9th grade. Categorical Counselors will provide extra support to our EL, foster, and homeless students with extra resources they might need.

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Bilingual and culturally relevant materials will be sought and implemented in order to address language and cultural barriers. Transportation will be continued to be offered when there are parent/family events at our local community colleges and universities. In order to increase more parents it was suggested to have snacks or simple meals at meetings and events. Also parent incentives and acknowledgement may attract other parents.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

The Oxnard Union High School District (OUHSD) is committed to using the findings from the annual evaluation of the Title I, Part A parent and family engagement policy to design evidence-based strategies that enhance parental involvement and to revise the policy as necessary. This process ensures that our engagement efforts are continually improving and effectively supporting student achievement. The following steps outline how OUHSD will utilize the evaluation findings:

An inclusive review process will be developed in collaboration with established parents, family members, and school staff committees. This inclusive process ensures that the perspectives of all stakeholders are considered, and that the policy reflects the community's needs and priorities. These committees will give parents and caregivers a voice in school decisions. Regularly seek feedback from parents through surveys to understand their concerns and suggestions.

Data-driven decision making by analysis of evaluation findings. OUHSD will carefully analyze the data collected from surveys, parent advisory groups, and participation metrics to identify trends, barriers, and needs related to parental involvement. This analysis will provide an understanding of what is working and what areas need improvement.

Based on the evaluation findings, OUHSD will identify and implement best practices that have been shown to be effective in engaging parents and families. This includes leveraging research and evidence-based approaches to parental involvement. Strategies will be designed to address specific barriers identified in the evaluation, such as language barriers, transportation issues, and scheduling conflicts. To offer a range of involvement opportunities to cater to different schedules and interests, such as volunteering, attending school events, or participating in school governance. Support for at-home learning and homework help by providing district guidelines and resources for parents to help their children with homework and learning activities. This may include offering more flexible meeting times to accommodate working parents, providing translation services, and utilizing virtual meeting platforms.

To improve communication between parents and schools, OUHSD will expand the use of effective tools such as Remind and ParentVue, ensuring that all parents have access to real-time information and can easily communicate with teachers and school staff. Regular updates from the sites about student progress, events, and ways parents can get involved are requested. This can be communicated through newsletters, emails, or school portals.

In order to foster a welcoming school climate where parents feel valued and respected. This includes having friendly staff, welcoming signage, and comfortable meeting spaces. Recognize and respect the diverse cultural backgrounds of families, and provide materials and communication in multiple languages if necessary. In order to create a welcoming environment there is training for school staff in order to equip them with the skills and knowledge needed to effectively engage parents and families. Additionally, OUHSD will develop and distribute resources to help parents understand and navigate any new engagement strategies. This may include workshops, informational brochures, and online resources. Partnerships with community organizations and connecting the families to the resources provide additional support for families.

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OUHSD will communicate the findings of the annual evaluation and the resulting policy revisions will be shared with all partners. This transparency fosters trust and ensures that parents and families are aware of the changes and how they participated, their voice mattered. Acknowledge contributions and appreciate parents' efforts and contributions to the school community. Encourage and reinforce positive interactions between parents and the school.

By using the findings from the annual evaluation evidence-based strategies will be designed and the Parent and Family Engagement Policy would be revised in order to be responsive to the needs of our community and our commitment to parental involvement and how it is important to support student success.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

The Oxnard Union High School District (OUHSD) prioritizes active and meaningful parent involvement in the activities of schools served under Title I, Part A. To ensure that the diverse needs of our community are effectively represented and addressed, we engage parents through various initiatives. Here is an outline of how OUHSD involves parents in these activities:

OUHSD has established Parent Advisory Boards composed of a diverse group of parents and family members. These committees include representatives from different socioeconomic backgrounds, cultures, languages, and communities to ensure that all voices are heard.

Parents are recruited through outreach efforts that include announcements at school meetings, flyers, emails, summer mailers, and personal invitations. The selection process ensures that the parent advisory committees reflects the demographics of the student population.

The Parent Advisory Committees including the English Learner Advisory Committee (ELAC) meet regularly to discuss and provide input on the development, revision, and review of the Parent and Family Engagement Policy. These members serve as liaisons between the schools and the broader parent community, bringing feedback and concerns to the site's attention.

The district organizes workshops and training sessions on various topics, such as navigating the school system, understanding curriculum changes, supporting homework, and utilizing digital tools like ParentVue, Parent Information Nights, FAFSA and Academic Content Nights. These events provide parents with important information about school programs, academic expectations, college and career, CTE and ways to support their children's education. They also offer opportunities for parents to interact with teachers and school staff in an informal setting.

Each school's Site Council includes parent representatives who participate in decision-making processes related to school improvement plans and Title I funding allocations. These councils provide a platform for parents to voice their opinions and contribute to school planning.

OUHSD conducts yearly surveys and focus groups to gather community feedback on various aspects of school operations and the effectiveness of engagement activities. This feedback is crucial for continuous improvement.

To ensure all parents can participate, OUHSD provides communication in Spanish and offers translation services during meetings and events. This includes translated materials, bilingual staff, and interpreters.

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Recognizing the diverse schedules of parents, OUHSD offers flexible timing for meetings and events, including evening and weekend options. Virtual meeting options are also available to increase accessibility.

Based on evaluation findings, OUHSD makes necessary adjustments to its engagement strategies and policies. This ensures that parent involvement activities are continuously improving and meeting the needs of the community. By involving parents using various strategies, OUHSD ensures that parent and family engagement is meaningful and effective, contributing to the academic success and well-being of all students.

Oxnard Union High School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on April 16, 2024. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before September 30.

Shannon Scott, Director of State and Federal Programs

Approved by OUHSD Board of Education 6-17-2024 / CDE April 2020

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OXNARD UNION HIGH SCHOOL DISTRICT

Available Language Programs and Language Acquisition Programs

Oxnard Union High School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]).

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. *Education Code (EC)* sections 305(a)(2) and 306(c)(3).
- **Native Speakers Courses:** A course of language study designed for native speakers of the target language (OUHSD offers Spanish). High school curriculum is aligned with University of California/California State University A–G requirements and courses are comparable with Advanced Placement Language classes.
- **World Language:** The OUHSD world language scope and sequence supports all students, including Multilingual Learners and includes the following curricular areas: Spanish, French, and German, as well as a pathway for native Spanish speakers to enhance their native language called the Heritage Spanish Speakers series.
- **Newcomer:** An instructional program designed for English learners, who are new to the country, with less than 12 months of schooling in the United States. Instruction and/or support may be provided in the students' native language.

How to Enroll Your Student in a Language Acquisition Program:

Upon enrollment, a student who is identified as an English Learner will be referred to their counselor to review program placement and enroll in courses. To enroll your student in a particular language acquisition program, directly contact your student's counselor or contact the office at the school where your child is currently enrolled for assistance. This can be done verbally, by email or using the form that is found in the Parent tab on our website, www.oxnardunion.org. Form: Requesting a Language Acquisition Program. A waiver is no longer required. You can request a copy from the school receptionist.

How to Request the Establishment of a New Program at a School:

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].) To request the establishment of a new language acquisition program at your site this can be done verbally, by email or using the form that is found in the Parent tab on our website, www.oxnardunion.org.

Form: Requesting a Language Acquisition Program. You can request a copy from the school receptionist.

About Language Acquisition Programs and Language Program

Program Type	Characteristics
Language Acquisition Program (English Learners)	<p>The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:</p> <ul style="list-style-type: none">• Be designed using evidence-based research and include Designated and Integrated English Language Development;• Be allocated sufficient resources by the local educational agency to be effectively implemented, including, but not limited, to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and• Within a reasonable period of time, lead to:<ul style="list-style-type: none">◦ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and◦ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of state-adopted academic content standards in that other language.
Language Program (non-English Learners)	<ul style="list-style-type: none">• OUHSD world language course offerings are available to all students, including Spanish, French, and German.• May lead to proficiency in languages other than English

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in OUHSD or to be considered by the district during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please contact Dr. Shannon Houston Scott, shannon.scott@oxnardunion.org to ask about the process.



OXNARD UNION HIGH SCHOOL DISTRICT

Requesting a Language Acquisition Program

Dear Parents/Guardians:

Upon completion of this form, please return to the front office. This form should be routed to the Principal.

To enroll your child in a language acquisition program, submit the attached form to the office at the school where your student is currently enrolled. You may also make a verbal request that the form be completed for you by school personnel. A waiver is no longer required.

- ☐ I am requesting that my student be placed in the language acquisition program (SEI, Native Speaker, Newcomer) **currently offered at my child's school** of enrollment.

Please indicate school year: _____

- ☐ I am requesting that my student be placed in a language acquisition program (SEI, Native Speaker, Newcomer) at **any district school currently** offering the program.

Please indicate school year: _____

- ☐ I am requesting the establishment of a **new** language acquisition program at my child's site of enrollment.

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].)

Please indicate language: _____

Student Name: (please print) _____

Current Grade: _____ School: _____

Parent/Guardian Name: (please print) _____

Parent/Guardian Signature: _____

Telephone: _____

Date: _____

Site Use:

1. Route this form to the principal.
2. Enter request in site log, include date (physical or electronic). Request to be kept on file for three years.
3. Principal, share the request with the Superintendent.
4. Disposition of Request



Oxnard Union High School District

Know Your Educational Rights Regarding a Free Public Education

Dear Parents/Guardians,

July 2025

Under the United States Supreme Court's landmark decision in *Plyler v. Doe*, all K-12 students in the United States are guaranteed a free public education regardless of citizenship or immigration status. This right includes other services and programs provided through the public-school system, such as free lunches and special education programs. Additionally, Article IX, Section 5 of the California Constitution guarantees a right to a free education for all children, and there is compulsory education for all children of ages 6-18 under California Education Code Section 48200. All students have a right to be in a public-school learning environment free from discrimination, bullying, violence and intimidation, Cal. Educ. Code § 220 and 234 et seq.

All people in the United States, regardless of citizenship or immigration status, have certain rights and protections.

- Your student has the right to a Free Public Education.
- Federal and state laws protect student education records and personal information.
- Information about citizenship/immigration status is never needed for school enrollment.
- You have the right to make any changes to your student's emergency contacts if you are detained or deported.
- Your student has the right to file a complaint for discrimination, harassment, bullying, violence and intimidation.

Oxnard Union High School District Trustees adopted Board Policy 5022, Student and Family Privacy and Board Policy 5145.11 Response to Immigration Enforcement on October 10, 2018. Both policies outline procedures and processes related to pupil privacy and the parent/guardian's ability to change emergency contacts or inspect pupil information. These policies can be found on our website oxnardunion.org, Board of Trustees, Board Policies under section 5000 Students.

I want to affirm that Oxnard Union High School District has always strived to be an inclusive, safe and innovative public education system that ensures all students can succeed, regardless of their ZIP code, the color of their skin, their native language, their gender or gender identity, their immigration status, their religion, who they love, or their social standing. We are committed to provide all students and educators safe learning and teaching environments, and the right to attend school free of fear, bullying and discrimination; embracing the diversity of our students and their families, as well as the rich language and cultural assets they bring to our community.

Sincerely,

Dr. Shannon Scott

Director State and Federal Programs

shannon.scott@oxnardunion.org



Oxnard Union High School District

Parents' Right to Know Regarding Teacher Qualifications

Dear Parents/Guardians,

July 2025

In accordance with the Elementary and Secondary Education Act (ESEA), Section 1111(h)(6) **PARENT'S RIGHT TO KNOW**, this is a notification to every parent/guardian of a student attending a Title I campus in the Oxnard Union High School District that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. OUHSD Title 1 schools are Channel Islands, Hueneme, Oxnard, Pacifica, Rio Mesa, Condor and Frontier, Oxnard Middle College. The information regarding the professional qualifications of your student's classroom teachers shall include the following:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

Additionally, if at any time your student will be taught for 4 or more consecutive weeks by a teacher who is not highly qualified, you will be notified by the school of this information.

Teacher information is available through the California Commission on Teaching Credentialing, www.ctc.ca.gov or you can contact your school principal.

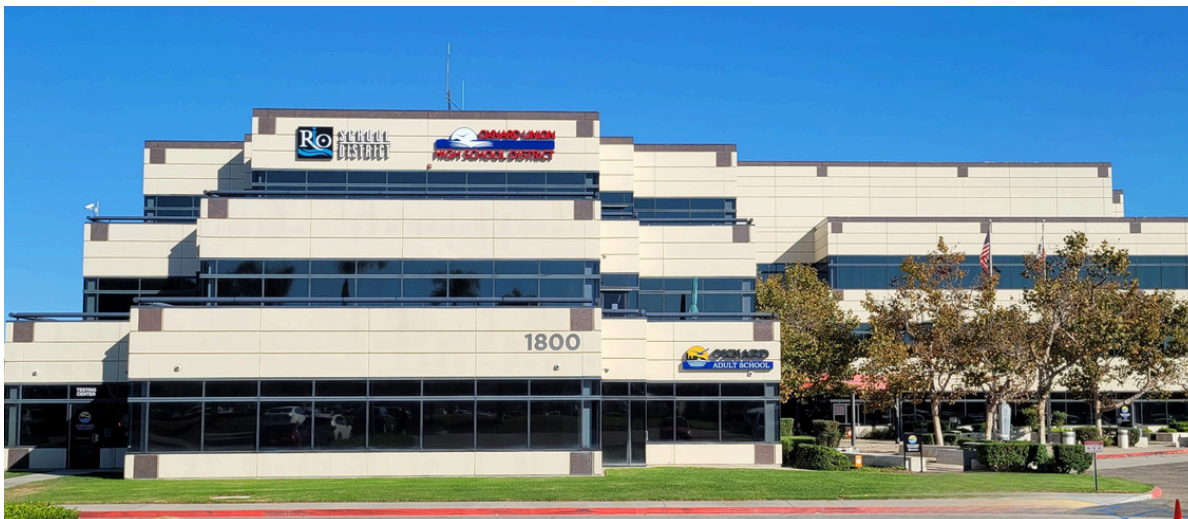
I encourage you to stay involved in your teenager's development and education. Ongoing research shows that family engagement in school improves student achievement, reduces absenteeism, and restores parents'/guardians' confidence in their pupil's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. I wish you and your student a successful school year.

Sincerely,

Dr. Shannon Scott

Director of State and Federal Programs

shannon.scott@oxnardunion.org



**Ongoing enrollment for English as a Second Language (ESL),
High School Equivalency (HSE), High School Diploma (HSD),
Citizenship & Computer Classes**

Oxnard Adult School

1800 Solar Drive, Oxnard, CA 93030

- other locations available

ESL Classes

- **Levels 1 - 6**

HSE Spanish Classes

- **Low and intermediate levels**

HSE & HSD English

- **Must be level 3 of English or higher**

CTE Classes

- **Pre-requisites apply**

Citizenship

- **All English levels**

ESL Classes

Morning

M - F 9 - 11:30 AM

Evening

M - Th 6 - 8:30 PM

(Contact us for enrollment schedule)

Citizenship

Contact us for class enrollment and schedule.

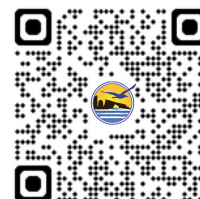
HSD and HSE in English & Spanish

An appointment with the counselor and a placement test are required to enroll in the class.

CTE Classes

- **Medical Assistant**
- **Caregiver**
- **CNA**
- **Pharmacy Technician**
- **Sewing**
- **Upholstery**
- **Computer Basics**
- **Technology I & II**
- **IT Technician Essentials**
- **And more...**

Enroll NOW!



Contact us at: (805) 385-2586

oxnardadulthood.us